

The *ATMA* MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

MAGISTRI



NEQUE SERVI

VOL. XIX, NO. 7

MARCH, 1939

DON'T MISS THE *Easter Convention*

Addresses in the Sectional Meetings will be followed by discussions. Speakers may be expected to deal with any matter relating to their subjects, so that real contact may be made with Alberta problems. Live and pertinent discussion is being organized. Have YOU any posers to put to the speakers: if so, send them in advance by way of Mr. A. E. Rosborough, Chairman, Sectional Program Committee, A.T.A. Office, Edmonton.

The Minister of Education is arranging for the officials of the Department, the members of the staff of the Normal Schools and the Institute of Technology and the Inspectors of Schools to be present.

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Number SEVEN

EDITORIAL

THE GREATEST GOOD FOR THE GREATEST NUMBER

AT THE present time the School of Education is directly under the Senate and, though autonomous, yet must needs accept the role of ordinary schools such as the School of Commerce. The School of Education has no representative as such on the Senate of the University, and teachers have marked year by year the undignified position of Education in the scheme of things when the report and recommendations of the School of Education are presented by someone not on the staff of the School of Education. The School of Law, the School of Medicine, or the School of Engineering function by and through a faculty in each case, and it is suggested that the only fair solution for a problem of concern to the six thousand members of the teaching body is the creation of a faculty—thus, so to speak, cutting the Gordian knot rather than maintaining a functional school by ingenious devices. One just wonders how Medicine, Law, Engineering, etc., would regard themselves being relegated to a position like that of our School of Education.

* * *

A FACULTY of Education could arrange Summer School courses that would more adequately meet the professional needs of teachers in service. Under the present set-up students who are preparing for high school teaching have to take a distribution of their time as follows, if by way of the Arts-General course:

Arts-General Course

| 1st year | 2nd year | 3rd year | School of Education
Or the distribution would be as follows, if by way of the Arts-Honour course:

Arts-Honour Course

| 1st yr. | 2nd yr. | 3rd yr. | 4th yr. | School Education

As stated in previous articles and as the above diagrams make clear, students who are to take the School

of Education have no contact with the School of Education until after graduation. The A.T.A. advocates and always has done since the inception of our organization that which, with minor changes, the University themselves offered in 1927, which offer for some reason or other, although heartily approved, welcomed by the A.T.A., has never materialized. That is to say, the University course could and should be organized with a view to the special needs of the teaching profession and, secondly, that there be provision made for practice work in teaching and administration during one or more years of the University course instead of the professional end being left entirely to the one post-graduate year. All in all the teaching profession feels it can with justice ask that it be placed alongside all other professions in relation to the University and to the Senate. It would mean that at the end of the course of training, student graduates from the School of Education would receive both the School of Education diploma and whatever other degree they have earned in Arts, Commerce, etc.

By the methods above suggested it is contended that the practice teaching might be spread over two years at least (Grades VII, VIII, and IX in one year; Grades X, XI, and XII in another). Dramatics, Music, Art, Junior Business, Physical Training, etc., would be spread over the whole University period instead of attempting to crowd everything into one year as at present in the School of Education. Students coming up from high school with the idea of qualifying to teach would come at once under the influence of the School of Education and be in the School of Education "atmosphere" throughout their course. The students might take many of their special short courses in the Normal School—an economy that could well be planned with the Department of Education. The Arts faculty requirements would automatically be met under the guidance of the faculty of Education.

BEFORE considering the question of the establishment of a Faculty of Education, considerable investigation was made into the matter of the proportion of teachers who constitute the enrollment. It was found that teachers constitute a very large part of the enrollment—particularly is this the case in the Summer School. Possibly there are more graduate students in Education than in all other faculties and departments combined. This shows the major role that Education is playing in graduate work. All graduate work is under the Committee on Graduate Studies, whereas we emphasize that direction of courses, etc., must be under the sole direction of a Faculty of Education who would be functioning as members of the Department of Education in the Faculty of Arts, and the graduate work would remain the business of the Committee on Graduate Studies. We reiterate, in consideration of the overwhelming proportion of the student body who have taught at some time or will be teaching in the future, approximating as it does a sixty per cent majority over all others, the principle of “the greatest good for the greatest number” should be applied to this situation and it necessitates action.

* * *

DAMNING THE LARGER UNITS

ATENTION of our members is drawn particularly to the article by Dr. C. Sansom entitled “Democracy” in our “Marginalia” column in this issue and also to another article by him entitled “Large School Divisions”, appearing this month.

As was expected, there continues to be a certain amount of opposition from certain sections of the communities of each school division; and it is apparent also that there is a certain amount of political propaganda being developed from outside. Charges of fascism, bureaucracy, undemocratic, Americanization, etc., are flung out over the radio and also passed along by parties whose interest seems to be more to develop party political advantage than to consider the interest of the boys and girls of Alberta. Somehow these people are able to secure the wherewithal to pay the cost of renting broadcasting facilities to vent their spleen on the progressive step taken in Alberta in entirely reorganizing the administrative system of education of the Province. As a matter of fact, it does not require a very intimate knowledge of the problem to be able to refute the loose charges hurled around. In addition to this, one reads from time to time letters sent to different “Mr. Editors” throughout the Province complaining about heavy increase in mill rate which has to be borne by particular school districts when included in larger divisions.

* * *

AS MACAULAY might say: “Any school boy who has an average I.Q. and has examined the matter knows very well that there are just as many school districts throughout any division whose mill rates are considerably lowered immediately they become part of a division.” Any school boy knows that the term “average” means a mean or medial amount, and that, for example, a flat mill rate applied to a number of school districts must mean that some school districts now paying a low mill rate are required to step

up to the average and a number of districts with a high mill rate would step down to the average. Here human nature comes into play, and so no complaint whatever is heard from the school districts whose mill rate has come down to the average. Of course the wealthy school districts whose assessment was such previously as to enable them to finance their schools with a very low mill rate of three to six, have complainants in their midst whose tax bill calls for them to pay the average mill rate set for the whole division.

* * *

AS a matter of fact, one of the fundamental purposes for grouping a number of school districts, sixty to eighty, into one taxable area was to do this very thing—to provide that those who are comparatively wealthy bear a little greater burden in order that those districts less favourably circumstanced financially might be able to carry on their schools in a measure conformable with the wealthy districts. It is suggested that what complaints there are come from the wealthy school districts and that certain parties, presumably to obtain political advantage, are playing on this natural tendency of those whose whole investigation and viewpoint on the matter is regulated—yes, governed entirely—by consideration of the grouping of schools adversely affecting their own pockets.

* * *

IT HAS been suggested that the A.T.A. should enter the radio broadcasting “ring” and reply to these superficial addresses over the radio and complaints in the Press from citizens who, by reason of fortunate location in wealthy school districts, have not been bearing an equitable share of the cost of upkeep of the schools of the Province. The propaganda value of these broadcasts is somewhat problematical. There are a few outstanding cases of masses of people being much affected by addresses over the radio. We venture to suggest, however, that unless the broadcasts be by a leader of a political party or some very outstanding personality, the majority of the people just give a twist to the dial and listen to something that captivates their interest. People do not, generally speaking, plan to listen to political broadcasts on abstruse questions. However, we are of the opinion that a much more effective and less expensive method of offsetting the effect of radio broadcasts of the type previously referred to, is for the teachers themselves who collectively meet and speak with more citizens than are reached by broadcasts of this kind, to inform themselves fully of the true state of affairs and, whenever opportunity serves, give the man on the street a correct slant on the whole business.

* * *

WE HAVE found few people who, being correctly informed as to what the larger unit of administration means—how it has been able to give the children throughout any division a finer type of education than was possible before, without additional cost, often at lower cost; how it has more evenly distributed the burden of upkeep of the schools, etc.—but admit whole-heartedly that the new unit is a splendid reform and that it should be supported by all parties

who have at heart the interests of the public and the pupils. And so we suggest that articles such as those referred to above, written by Dr. Sansom, should be scanned by the teachers of the Province. The opinion contained therein is unquestionably reliable and the figures given and the arguments advanced are set forth by one whose clarity of mind, freedom from hide-bound tradition, and knowledge of the educational systems of this Dominion, this Continent and throughout the world is second to none. The teachers of Alberta are interested in the welfare of their charges more than in the size of their salary cheques. In some divisions natu-

ally, they are a little disappointed at the salary schedule they have been able to negotiate with their school board: some teachers have received a little higher salary, others the reverse when the schedule went into effect; but in a broad way they are more interested in seeing that the boys and girls get justice than in immediately securing any personal advantage. Some teachers whose pay cheques have come down to the average salary paid to the teachers have just as much ground for damning the larger unit as have the ratepayers of wealthy school districts whose mill rate has been forced to come up to an average mill rate.

THE LITTLE RED (TAPE) SCHOOLHOUSE

BY MR. WILLIAM PHILPOTT

"**P**IN your hope for the future of this country upon the little red schoolhouse rather than upon any political party that chances to hold the reins of transient power."

Apt commentary indeed from one of our leading citizens. What he said was good as far as it goes, but unfortunately it doesn't go far enough. Nor will it go far enough until the overwhelming importance of the little red schoolhouse percolates into the too complacent consciousness of every adult in the land.

We tend to believe that the most important group of people in this country are those who are merely raising the loudest clamor—politically, socially, or economically. That belief is as remote from truth as is the average alderman's platform pledge.

We overlook the most important population group in the realm simply because it is not vocal in its own behalf. That all-important population group is comprised of a mighty army of 2,444,243 (one in every five Canadians) in the schoolrooms of our nation.

We adults need more education on education. Too often our sphere of interest in confined to dark mutterings against mounting school taxes, the task of dodging Johnny's homework, and to the hasty scribbling of a signature on Junior's report card. The British Columbia authorities recently published eleven volumes of instructions for teachers and one volume for the instruction of parents. Next time I would suggest that they reverse the order.

We have acquired an admirable technique of education, but, of a similar order to that described by Fritz Kreisler when asked to define a technique in music. "Technique", replied the maestro, "is a method of playing the simplest passages in the most difficult possible manner." Thus, too, in regard to our handling of educational affairs.

Thanks to our national mania for surplus government, we have developed enough administrative machinery to educate every child in the British Empire. We have now acquired the imposing total of 23,315 administrative units in a country with a population equivalent to that of Greater London. Since 1926, despite our droughts and depressions, we added 1,026 additional school governments to our top-heavy, unwieldy educational machinery.

No figure in Canadian history has aroused more bitter enmity on the one hand and more faithful loyalty on the other than Alberta's Premier Aberhart. Yet, long after the loyalties and the enmities engendered by Social Credit have been forgotten, Mr. Aberhart will be remembered as the great emancipator of Canadian education. He has blazed a new

trail for all the provinces to follow in eliminating costly, wasteful, inefficient school governments. The resultant pattern represents a maximum of centralized management together with a minimum of political "meddling".

Our school teachers are entrusted with the greatest task within the nation. Yet we shamefully underpay them for their services. In the Province of Saskatchewan, for example, more than half of all teachers are receiving less than \$500 a year, and some 23 per cent are receiving less than \$400 a year.

How much longer can we expect the best talent to be drawn into the teaching profession when such starvation salaries are offered? By following Alberta's lead in jettisoning excess school governments it would be possible to increase teachers' salaries and pass along a saving to the taxpayer.

We have made our youngsters heirs to the learning of all the ages. We have provided equality of opportunity for all. In a world of dissolving democracies, of state-imposed illiteracy, and of resurrected barbarisms, our priceless heritage of educational freedom must be preserved intact.

A new Canada is being born within the classrooms of the nation. Will it be a braver, wiser, richer Canada? Then let us see to it that the caliber and character of our teachers are maintained at the highest level. How can our teachers be expected to transplant in youthful minds the vision of this glorious land of promise when starvation salaries force them ever closer to the fag end of the living scale?

Come out of the red, little red schoolhouse! Come out of the red of 23,315 governmental red tapes and give our teachers a long overdue break. Else we shall wake up some day to discover a new generation of radical illiterates with its future deeply buried in the past.

Reprinted by courtesy of *Liberty Magazine*

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Members of the Progressive Education Association



DR. RALPH TYLER

What Is the Progressive Education Association

By DR. M. E. LAZERTE

TWENTY years ago this winter, in Washington, D.C., a group of teachers met regularly as a small club to discuss ways and means of eliminating some of the deadening routine that characterized the work of the classroom. If one were to give a statement of the beliefs of this group it would include the following starting points:

- (a) The child should be free to develop naturally.
- (b) Motivation should come through activity.
- (c) The teacher should be a guide not a task master; the child should study, explore, reason and express himself.

- (d) There should be a scientific study made of child development. Continuous records should be kept showing the pupil's history throughout his school career. These records should include items relating to physical growth, special abilities and disabilities, hobbies, and character and personality traits.

The first public meeting of the Progressive Education Association was held in March 1919. At this time the personnel of the group consisted mainly of parents and teachers of private schools. During the early years of the Association its main interests were restricted to child development and child freedom. Gradually Dewey's philosophy influenced and dominated the Association with the result that there was a shifting of emphasis from problems of child growth to a consideration of the crucial questions of our economic and social life.

In 1924 the Association began publication of its magazine, "Progressive Education", a magazine which reflects the Association's interest in all promising new movements in Education. In 1932 the Association became the United States section of the New Education Fellowship.

If one were to summarize the Association's philosophy of today it would reveal the following points of emphasis:

- (a) Classroom procedure must be flexible enough to admit a fair evaluation of new methods and procedures.
- (b) Education is a continuous and active process.
- (c) The school must prepare children to take their place in a rapidly changing civilization.
- (d) Real education grows out of experience. A felt need for information and knowledge must precede the imposition of subject matter which later must be adapted to individual needs.
- (e) The schools must interest themselves in the whole personality of the child.

Today the Association is interested in exploring the frontier fields of education. It initiates programs and assists local groups in organizing them, being then content to hand them over to local sponsorship. Progressive Education workers par-



DR. WILFRED EBERHART



DR. ALICE KELIHER



DR. HOWARD LANE

Who Will Participate in the Easter Convention

ticipate in regional conferences (such, for example, as that being planned for Alberta's Easter Convention) and in study conferences with smaller groups that undertake investigations of particular problems.

THE ASSOCIATION'S FIVE MAJOR COMMITTEES

The Association has five standing committees:

- (a) **Committee on Progressive Education in Rural Schools**—This committee is studying ways and means of utilizing the environment in the curriculum of rural schools.
- (b) **Committee on Community-School Relations.**
- (c) **Committee on Experimental Schools.**
- (d) **Committee on Child Development and Pre-School and Elementary School Curricula.**
- (e) **Committee on International Relations.**

FIVE COMMISSIONS

The Association sponsors five major studies, each of which is in charge of a commission:

- (a) **Commission on Educational Freedom**—Interested in academic freedom and the rights of teachers as citizens.
- (b) **Commission on Intercultural Education**—Devoted to conflicts between cultural groups in the community.
- (c) **Commission on the Relation of School and College**—This committee is making a comparative study of the efficiency of university work of students who enter with ordinary matriculation standing, and of other students who are accepted on recommendation from high schools without examination. One hundred and seventy colleges and universities are participating in this study; during each of five consecutive years over 1,000 students will enter college under the experimental plan. A careful study is being made of the university careers of these students whose high school training is carried out in accordance with the basic philosophy of the Progressive Education Association. Professor Tyler who is to be with us at Easter, has charge of this investigation in all its phases.



DR. LOIS MEEK

- (d) **Commission on Secondary School Curriculum**—This committee is making an intensive study of the high school careers of 650 adolescents. The case history method is being followed. The subjects of the secondary school curriculum are being evaluated in terms of newer objectives.
- (e) **Commission on Human Relations**—A major interest is the study of the personality problems of young children. Topics of interest to this commission are: family, sex, marriage, earning a living, gaining a place in society, the economic structure, contradictions in society, normalcy of personality.

NATURE OF PROGRESSIVE EDUCATION CONFERENCES

Our visitors are favoring us with several addresses but we are advised that they are more interested in the sectional meetings, discussions from the floor of the house, and study



DR. LOUIS HEIL



DR. HILDA TABA



DR. MAURICE HARTUNG

conferences, than they are in platform addresses. This means that if we are to get maximum benefit from our Easter Convention, we should come with questions to present to the speakers at the close of their addresses. As one studies the program it is apparent that a wide field is being covered—the elementary school, the intermediate school, and the senior high school are all to be under discussion. The subjects of Social Studies, English, Mathematics and Science are particularly in the foreground. Also, activity programs and the reorganization of elementary curricula will be evaluated. Teachers should come to the Convention with definite lists of questions relating to one or all of these various topics.

Teachers will be well equipped to participate in sectional meetings if, in meetings of the Sub-locals between now and Easter, questions relating to the above topics are freely and fully discussed.

LITERATURE PUBLISHED BY THE ASSOCIATION

A hint concerning the Association's interests may be obtained from reading the list of titles of the books published or sponsored by them. These include: Essentials of the Activity Movement; Teaching Creative Writing; Science and General Education; Mathematics and General Education; The Family, Past and Present; Life and Growth; Literature as Exploration; Do Adolescents need Parents; Youth Serves the Community.

Several teachers have already purchased one or more of these books and will come to the Convention conversant with many of the ideas of leaders in Progressive Education.

TODAY'S EDUCATIONAL IDEALS

The present day ideals in Education may be summed up in the increasing endeavour of present day education to realize Aristotle's conception of the state as a mutual undertaking of friends to assist each other to lead a full and free life.

—The Scottish Educational Journal.

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BOOK REVIEWS * * *

"The Student Editor" by James W. Mann. Published by The Macmillan Company of Canada, Toronto. Price, \$1.00. Cloth binding. Illustrated. 149 pages.

"This is not a textbook in technical journalism. It is designed for the use of teachers and students engaged in publishing school materials of various kinds in an ordinary class situation. The use of this book requires no previous training in the techniques of journalism. It is a **guidebook** to give practical assistance in editing school papers or magazines."

The above quotation taken from the foreword of *The Student Editor* will give the readers an excellent idea of the purpose of the book. That this purpose is ably adhered to throughout the book is amply demonstrated by a glance at the table of contents. The opening chapters tell the reader how to gather and write news and how to prepare it for the printer. A few chapters are devoted to those special sections of a paper such as the sports, editorial and humorous. Nor does the book give the reader a review of the literary end of the work only. Succeeding chapters deal with the general layout of a paper, including a chapter on how to prepare headlines and headings. Sound advice is given on financing the paper, and in this connection there is a chapter on Advertising. The final section of the book explains two ways of publishing a school paper, the stencil method and the offset printing method, sometimes called lithography. Five pages of index and numerous illustrations add the final touch to an excellent guidebook for students who wish to publish a school paper.

"The Pathfinders of North America" by Edwin and Mary Guillet. Published by The Macmillan Company of Canada, Toronto. Price \$1.25. Cloth binding. Illustrated. 304 pages.

The Pathfinders of North America takes the reader from the land of the Eskimos to the land of the Aztec Indians of Mexico, and is the story of the exploration and the settlement of the huge continent on which we dwell. In the pages of this interesting book you will meet that mighty doer of deeds, Juan Ponce de Leon who searched for the Fountain of Youth and found instead the beautiful land of Florida. You will follow "stout" Cortez as he marched on Mexico City. Your familiar heroes, Cabot, Cartier, and Champlain once more blaze the way for future Canadians, and the great Canadian North West is opened by Mackenzie, Thompson and Pond.

The final chapters of the book tell of the discovery of the North Pole and the North-West Passage, marking the opening the last of the unexplored regions of North America.

The book is profusely illustrated, many of the illustrations reproduced having been drawn by the explorers themselves as they journeyed through hitherto unknown regions.

The literary style employed by the writers is such that students from Grade VI on could read the contents with understanding and interest.

The Pathfinders of North America is a beautifully bound volume which would grace the shelves of any school library.

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EDMONTON

LARGE SCHOOL DIVISIONS

By C. SANSOM, Ph.D.

An Address Broadcasted over CFCN on February 10, 1939, in Reply to a Radio Address by J. T. Shaw, K.C., on January 26, 1939.

On the evening of January 26th Mr. J. T. Shaw, K.C., of Calgary in a radio broadcast roundly denounced the large school units recently established in this province, and gave reasons why in his opinion rural Alberta should revert to the small district system at the earliest possible opportunity. On behalf of the educational organizations who are sponsoring this address I wish to point out some of the fallacies in Mr. Shaw's arguments, and to give reasons why any such course as he suggests would not only be a serious set-back to the progress of education in Canada as a whole, but would be a major misfortune for the boys and girls of rural Alberta in whose interests the larger units have been formed.

Mr. Shaw's contention that the large unit idea is an American importation, un-British and un-Canadian, implying as he does in this that the small district idea is the embodiment of true Anglo-Saxon democracy, is quite at variance with the facts. I refer merely to a question of fact, since it must be admitted that the question of origin really has nothing to do with the merits of the question. It is the small district system, not the large unit, that is characteristically American. The small district plan had its origin and perfect development in the U.S.A. It is an expression of a conception of democracy which was developed only in the United States when Americans were still living in the long shadow cast by King George the Third, a democracy which claimed almost complete sovereignty for every individual, and had a mortal fear of anything that looked like government.

This primitive ideal of democracy found its most perfect expression in the small district system, a system which has never taken root in any other British country excepting Canada. In England a small district set-up was established in 1871, but it was thrown out with every expression of thankfulness and relief in 1902. In England it takes only 317 local school authorities to serve the educational needs of forty million people. In Canada, thanks to American influence, it takes 23,315 local authorities to look after the educational services of eleven million people. In the whole of Australia, with an area almost as large as Canada, there are just six school authorities, as compared with Canada's 23,315. In Australia each of the six states of the Commonwealth constitutes just one large division. In the Union of South Africa the small district system was never established, and Professor P. R. Mort, a world authority on school administration, in giving evidence before the American Senate on the question of Federal Aid for education, held up the South African system as a model system which might well be adopted, with suitable modifications, in the whole American nation. Large units of school administration are essentially British, and those who advocate a continuance of the small district system in this country show themselves to be, in respect to this matter at least, Simon-pure 100 per cent Americans, and about half a century behind the times at that, since the trend of American political philosophy has for many decades been definitely away from this primitive conception of atomistic sovereignty.

As a matter of history the first school units to be established in New England were not the small districts but towns or townships after the English tradition. The small districts gradually evolved out of these as a consequence of the American demand for local sovereignty referred to a moment ago. They never took root in the South, and did not reach their culmination in the North until the early decades of the last

century. It was in 1828 that Massachusetts gave full autonomy to the local districts. These were empowered to certificate their own teachers, decide on their own course of study, and select their own textbooks, functions long since withdrawn from local districts everywhere. This was real democracy, Shavian democracy shall we say. But listen to what Geo. H. Martin, the standard historian of the Massachusetts school system, has to say. "The year 1828", writes Mr. Martin, "marks the utmost limits of the subdivision of American sovereignty—the high-water mark of American democracy, and the low-water mark of the Massachusetts school system."

During the last fifty years the states which fell victim to the small district system have been moving steadily toward larger areas of school administration. Massachusetts, the state most responsible for introducing the plan, abandoned the whole system in 1882, and went back to the original English township plan. New Hampshire followed in 1883, Maine and Ohio in 1892, New Jersey in 1894, Kentucky and Tennessee in 1906, Connecticut in 1909, and so on for about twenty states. The state of Delaware is now just one district for school purposes, and it takes only twenty-three school boards to manage the educational affairs of the entire State of Maryland.

These facts must surely disprove any suggestion that the large units of school administration are an untried and dangerous experiment. Mr. Shaw's remark that the larger units in the United States have had a "checkered career" is hard to interpret. It is true they have been resisted, but what broad movement for social reform has not been resisted? The progress of the larger units has been steady, and in no single case where the plan has been given a reasonable trial has the state ever reverted to the small district system. New York State reverted in 1917, but the large district legislation had been on the statute books for less than a year. This was no trial at all.

Mr. Shaw further objected to the large units on grounds of what he chose to regard as the dictatorial methods by which they were introduced. His address was well punctuated by such terms as Fascism and Dictatorship. While it is perhaps true that this most advanced and forward-looking piece of educational legislation that has ever been enacted in any Canadian province, recognized as such by impartial observers everywhere in Canada, was received with some misgiving in a few localities, as new ideas often are, the fact remains that this provides no justification for the loose and ill-considered use of epithets like Fascism that Mr. Shaw indulged in in the course of his remarks. Everybody knows that the administration of the schools of the province is by the terms of the B.N.A. Act the responsibility of the provincial Legislature. If that Legislature, charged with that responsibility, in passing laws for the improvement of education according to its best judgment, is Fascist, then every legislature in the world that makes a gesture of real leadership in the conduct of public affairs, must also be Fascist. Leadership is not Fascism. Fascism is the denial to the people of the right at certain stated times to pass judgment on their rulers. It is this denial, backed up by state militia, firing squads, and concentration camps, that makes dictatorships of Germany and Italy. Fascism is a cowardly thing. It takes refuge behind rapid-fire guns and firing squads, instead of facing up to the bullets of democracy, the ballots of a free and sovereign people. As long as the election laws are observed, to raise the hue and cry of Fascism over every act that does not happen to meet with our personal approval is tantamount to crying Wolf, Wolf, where there is no wolf.

That adjustments will have to be made from time to time in the administrative machinery of the larger units ought to be regarded as a foregone conclusion. For example, a satisfactory relationship of the divisions to the existing tax-collecting authorities still remains to be worked out in certain areas. But to have postponed any reform in rural education until an ideal unit, satisfactory for all municipal purposes had been discovered, as Mr. Shaw suggests, would have simply meant that there would have been no reform in rural education within the lifetime of any person now alive.

It is unfortunately true also that in any broad movement of this kind, touching so many people, certain individuals and areas will feel, for the time at least, that they are adversely affected. This is the price of social progress, and no way of averting it has ever been devised. But please remember that what we are talking about really is the education of children and young people. That is what all administration is for. It is not to give teachers jobs, nor to justify trustees, nor for small districts nor large districts. In all this controversy over larger units it is easy to forget this.

In the matter of costs there can be no difference of opinion that considerable savings are effected in the large divisions. If costs go up it will be, generally speaking, for services the former small districts were not in a position to provide. Mr. Halina, Secretary-Treasurer of the Two Hills School Division No. 21, reports in *The A.T.A. Magazine* that a saving of 45 per cent was effected by the quantity purchase of certain supplies, \$1.00 a ton on 400 tons of coal, 25 per cent on paint, and \$2000 on the purchase of scribbles, erasers, pencils, etc. These savings were put back in the schools in the form of additional services, such as free hot cocoa for lunch, libraries, and repairs to the buildings. Enough was saved on insurance alone to pay for the services of a full-time nurse to visit the schools of the Division. During the first year of operation of the eleven units first set up the official figures show that in every case the total cost of operation was lower than in the preceding year when all the districts operated as independent units. Mr. Halina reports that two dormitories are projected for his division this year. In some dormitories already established in other Divisions the living costs per pupil have been reduced to as little as seven or eight dollars per month. Consider what this means in terms of high school education for rural young people.

And this leads me to something I want to say. One of the most crying needs in education today in Alberta and the rest of Canada is reform in our methods of financing schools. Our custom of relying on one form of wealth only, real property, for this purpose, whether in large areas or small, is thoroughly antiquated, and takes no account of modern conditions. The aim should be to draw on all the wealth of the province, wherever that wealth may be, and in whatever form it exists, for the education of all the children of the province, wherever they may happen to live. It is in promoting this major reform that the larger units can make one of their greatest contributions to education. For the Boards of these Divisions are now in a position to give real educational service. They can build residential high schools with vocational and commercial departments, for they have under their jurisdiction a sufficient number of young people of high school age to justify this. They can provide health services and expert instruction in music and art and problems of agriculture. But under our antiquated system of a single local tax on real property it will probably be very difficult, if not impossible, to finance these undertakings in certain areas. This will lead, not immediately perhaps, but ultimately, to the province as a whole, with its greater taxing powers, assuming a larger proportion of the costs of education. In England more than 50 per cent of the total school money is provided from the national treasury, and this money is administered by the local authorities. Something like this should be the goal for Alberta. Only

larger divisions can make this possible. The small districts have no real case, for their sovereignty ends at the district boundary, and they have not enough children to do the things the larger divisions can do.

But this is not all. Looking forward, the provincial government, along with the other provincial governments of Canada, having put its own educational household in order, will be in a position to approach the Dominion Government and repeat the argument with respect to the provinces. This would put the entire resources of Canada behind every boy and girl in Canada for at least some part of his education for Canadian citizenship. Hence you see that the larger units are not ends in themselves, but only the first step in a great movement, both provincial and national, for improving and equalizing the educational opportunities of the entire youth of Canada.

Just a final word about the sponsoring of this address. The sponsors are three private educational clubs, the Edmonton Educational Society, the Men's Educational Club of Calgary, and the Educational Progress Club of Calgary. These clubs are financing this broadcast out of their own funds at regular commercial rates. The membership includes representatives from almost every phase of educational work from the elementary schools to the University. The great majority of the members are in the employ of the city school boards. The Clubs meet regularly for the sole purpose of studying educational problems. Most of the members have taught in the country, and, knowing both country and city, they know that the country child, as compared with the city child, is not just getting the breaks. They know that the discrepancy between the educational advantages of country and city children is much greater than there is any real need for it to be, and they believe that the creation of the larger units is at least one long step forward in the direction of removing this discrepancy.

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Our new No. 54, 1938-39 Catalogue contains a wealth of new material and many of these lines will be on display at the Convention so please do not fail to inspect these new and interesting lines.

How Not to Measure in Education

By MR. JOHN HARVEY, M.A.,
Graduate, School of Education, Alberta

IT COSTS a few hundred dollars to equip a football player, and he doesn't pay for it; to fit out a man with a degree (cheapest kind that will look decent, say a pass B.A.), and a teacher's certificate, costs a few thousand. If his father is wealthy, the young man gets a real start in life; he can keep his thousand-a-year all to himself. Strange how few teachers have wealthy fathers. Usually the young man leaves the teacher training institution with a debt which for anyone but a politician is just cause for deliberation.

But youth is proverbially optimistic. What is debt?—a test of character. "Money isn't the only thing in life"; ideals are more important.

And what happens to the young man? Very simple—he loses either his ideals or his job.

In a world which sacrificed its finest men to make itself safe for autocracy, the word "ideals" has come to be looked upon with suspicion. It has so often been associated with Boy Scouts and the psychology of adolescence. Having ideals is something like having the measles; perhaps it would be better to speak of "objectives".

It is probably quite possible to carry on in any occupation without any objectives aside from the traditional one of pleasing one's employer. In many situations the desire to please is the only acceptable objective, and is not to be condemned as unworthy. For example, a clever stenographer does not point out the boss's literary shortcomings; she merely corrects them. Any stenographer who undertook to educate her employer would receive no thanks for her pains; her business is to turn out a definite type of product within a given period of time. The movies would have us believe that the young lady's activities are far more subtle—but even so, it's all a matter of pleasing one's employer. And who is there to say that it should be otherwise? A crusading stenographer would be a frightful nuisance.

The physician's main objective is to cure the sick; more recently to prevent sickness. There may be disagreement regarding the means to be employed, but none regarding the end to be attained; the condition known as "good health" has been investigated extensively and quite clearly described.

And what are a teacher's objectives? Whole libraries have been written on this subject, yet the issue remains to be clarified. When is an individual "educated"? Should a teacher's objectives include the development of character—whatever that may be? What is the relative importance of physical education? We must encourage general culture—or something. And what about a course on "Why a Canadian is Better than Anybody Else"? Being uncertain whether we are concerned with the mind, the body or the soul we include within our Province the cultivation of all three. Perhaps it is well to do so.

One thing seems fairly evident: we cannot, like the stenographer, take as a legitimate objective the mere pleasing of our employer. If we who are trained cannot decide precisely what we are trying to do is it likely that an untrained man can figure things out more clearly? If you began telling the grocer that he should stop selling carrots because their food value had been consistently over-rated, he would tell you to mind your own business—and rightly so. Yet we teachers tolerate the incessant meddling of laymen in matters which clearly do not come under the jurisdiction of a school board. We excuse ourselves by saying that if we did not submit we would lose our jobs. It does not seem to occur to us that by making a united stand against unwarranted interference we

could eliminate it. Unfortunately, it is easier and safer to ignore its existence.

Occasionally a teacher tries to persuade his Board that there are technical details which a trained man understands better than the Man-on-the-Board. He is rewarded by the loss of his daily bread and the humiliation of being without employment. His co-workers sigh in secret. The less said about such matters the better.

We would rather be tactful than progressive. We attend Teachers' conventions to laud the new curriculum, and return to adapt it to our old methods of teaching. We agree that teachers should be leaders in the community, and straightway proceed to bolster up our reputation for being the world's most docile profession. It is not plans of reform that we lack; it is the moral courage to carry those plans through to a point where they begin to show results.

Consider, for example, our attitude towards examinations. We would rather not admit that those neatly tabulated marks that we hand out may not be as significant as tradition holds them to be. We are vociferous in deploring the inadequacy of examinations in general; yet we go on grinding out results and making them the most conspicuous link between ourselves and the parents of our pupils. Because we know that Bobby Brown's daddy has an almost superstitious respect for a "mark", and considers its production the chief aim of teachers, we feel that it would hardly be diplomatic to suggest that less reverence be held for this pedagogical charm.

The human mind with its ramifications remains one of the greatest mysteries of medical science. What is a nervous impulse? Wherein does a heat impulse differ from a sound impulse? What initiates thought?—constitutes it?—inhibits it? The psychologist, physiologist and anatomist reply simply: "We can guess, but we don't know". The function of the educator is to control this uncanny system; to bring about changes in it and to measure the extent and result of these changes. What an assignment! Its complete execution is an impossibility; but we are not justified in evading the task, for we have at our disposal a wealth of ingenious techniques and instruments of measurement. These we frequently disregard—sometimes through mental inertia, more often through overwork, most often because Bobby Jones' father and the chairman of the Board continue to be hypnotized by marks which a conjurer-teacher produces like rabbits out of a hat. Have you, fellow teacher, ever done any last-minute fattening on those rabbits?

An old story is worth another telling, even if my version of it is a little garbled: "Once upon a time an exceedingly vain and credulous old king needed a new suit. Now, as everyone knows, kings never wear ready-made stuff; they summon parliament and order all the tailors of the realm to submit samples. That is exactly what this very vain king did; ever so many distinguished tailors showed him their materials. Parliament was in session for weeks—the papers had it that they were studying an ultimatum from Adolf Hitler. Finally, there came to the king two arch and villainous scoundrels from a far country (scoundrels always come from some other country, even in fairy tales). To the king and his counsellors they held out empty hands, saying: 'See, O King, the wondrous cloth which we have wrought; nowhere can there be found such another—for this cloth is magical. It can be seen by none but honest men; to the dishonest it doth not appear.' The King and the Members of Parliament exclaimed that the cloth was indeed magnificent, and commissioned the two rogues to weave and assemble an outfit of double-breasted royal robes.

"The wicked tailors straightway set up their looms in the spare room and wove like debutantes; you see, they stopped

whenever there was nobody present to watch them. And of course they weren't really making anything anyway. Every day the silly old king visited them to admire the cloth and to ask them when it would be ready. When at last they measured his neck—that being the only place royal robes have to fit—he was enraptured. And when they assured him that his suit would soon be ready, the maudlin monarch was so delighted that he announced that he would celebrate the donning of his new robes by paying a visit to the slums.

"Sure enough, forty-three days later the king donned his gorgeous outfit for the magnificent parade which always preceded his slum inspections. As he mounted his horse to ride through the streets, all his counsellors exclaimed on his striking appearance. Now, since the magical nature of the cloth had been made a state secret, all the people knew about it; so they too marvelled at the new robes of the king.

"Only one little girl had not heard the secret. She already had the opinion that her elders were stupid; but when the people all praised the king's robes, and she couldn't see any robes at all, she was disgusted, and piped out: 'But the King has nothing on!'

"Well, everybody was pretty upset, including the King. However, things worked out for the best; the wicked tailors were sent to Siberia, and all the characters in the story lived happily for quite a while afterward."

I am afraid the educational profession is not without its wicked tailors. We delude ourselves by calling old nonsense by new names. We continue to go through the motions of taking measurements; we use antiquated instruments, but solemnly announce our results with the suggestion that they are tremendously significant.

A teacher is not primarily a social worker. His main business is to organize the mental equipment of others, to impart to others certain basic ideas, to give them some understanding of the value of truth and the methods by which it may be found. Lord Kelvin said: "If you can measure that of which you speak, and can it express by a number, then you know something of your subject." The material with which a teacher works—namely, ideas—is extremely difficult to measure; he should therefore use the finest tools available. And if, in spite of all precautions he suspects that his results are unreliable, let him not degrade his profession by turning out long lists of meaningless figures.

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OBITUARY

MOTHER MARY ST. LOUIS COYNE

On November 17th, 1938, Mother Mary St. Louis Coyne passed away. Taken ill while carrying on her teaching duties, she was hurried to the hospital, but death came peacefully shortly after midnight.

Margaret Coyne, daughter of Mr. and Mrs. Michael Coyne of Dublin, Ontario, after completing her Normal course and teaching a year in her home school, entered the Ursuline Novitiate of "The Pines", Chatham, on August 15, 1918, at the age of twenty-one. Following her religious profession on December 28, 1920, St. Joseph's School, Chatham, was the scene of Mother St. Louis's teaching activities until the summer of 1925, when her Superiors sent her to Calgary, where since 1921, the Ursulines had been engaged in educational and charitable works.

As Principal of Sacred Heart School in Calgary, Mother St. Louis won for herself an enviable reputation as a teacher of exceptional ability, especially in the teaching of religion and the training of character. Her kind cheery disposition, her sincerity, her zeal for and fidelity to the better interests of her community, her pupils and the Church had given her a place in the hearts of all who knew her, and they came in crowds to pay a loving tribute of respect in prayer beside her mortal remains. The hundreds of Mass cards offered bespeak the love and esteem of pupils, parents, school officials and clergy.

All the Catholic schools of the city were closed during the funeral services at Sacred Heart Church on Monday, Feast of the Presentation of the Blessed Virgin. His Excellency, Most. Rev. F. P. Carroll, D.D., Bishop of Calgary, assisted at the Throne and gave the Absolution. Rt. Rev. A. J. Hetherington, D.P., was celebrant of the Mass with Rev. R. McGuinness of Banff, deacon and Rev. F. Thomson, C.S.B., of Calgary, subdeacon. The Clergy and the Religious of different Orders were present in large numbers, while sorrowing friends, pupils and their parents filled the church.

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Association Announcements

THE CONVENTION

THE Executive of the Association is particularly anxious that the next Annual Convention, to be held in Edmonton during Easter Week, shall go over with a "bang". Never has so much planning been done in connection with the convention; never has so much expense been incurred; never have so many groups interested in education definitely participated in it—teachers, Department, inspectors of schools, University and trustees.

Usually, one guest speaker (i.e. from outside the Province) is brought to the Convention. This year arrangements have been made for no less than Eight outside participants, each and every one of whom is recognized on this North American continent as outstandingly prominent in his own special field of educational thought and practice. For this list of guest speakers we refer you to the front cover page of the February issue of "The A.T.A. Magazine". The fact that the

Progressive Education Association has honored Alberta and its educational system by sending its leaders to participate in our Convention is significant: it evidences that Alberta is right in the forefront of progressive education and that our educational system and its staff justifies their Association participating with us and placing their organization at our disposal for convention purposes.

The headquarters of the Convention will be the Macdonald Hotel, Edmonton; but it will be necessary to arrange for some of the sessions in larger auditoriums than the Hotel has at its disposal.

SPECIAL ARRANGEMENTS FOR BILLETING

As it is anticipated that hotel accommodation throughout the City of Edmonton will be unable to take care of all visitors during Convention week, the teachers of Edmonton are working on the matter of investigating how much hotel accommodation will be available, the rates at the different hotels, and the taking care of the overflow in their own or

INFORMATION WANTED

In order to provide accommodation for the crowds that will be attending the big Easter Convention a Billeting Committee has been formed. This Committee hopes to have at its disposal information concerning:

- (a) Hotel Accommodation and Rates.
- (b) Accommodation in rooms at private houses.
 - 1. Rooms available at reasonable rates;
 - 2. Rooms for which no rent will be charged.

Edmonton teachers will try to provide rooms for teachers who are underpaid or unpaid.

It is necessary, if everyone is to be provided for, that you let the committee know your plans, either by informing your Local Executive or Sub-local Executive, or by mailing the following form directly to The Alberta Teachers' Association, Edmonton.

Will every teacher in Alberta fill in this form and forward it to the Secretary of his Sub-local.

CONVENTION INFORMATION

Name Address

Do you expect to attend the Easter Convention at Edmonton?

If so, do you wish to register at the Macdonald Hotel?

If not at the Macdonald, at any other hotel? (State area)

If at no hotel, do you wish to stay at a private house?

Is it impossible for you to pay room rent at all?
(The above item will be treated confidentially)

If you live in Edmonton, are you inviting some other teacher to stay with you?

other private homes. However, there is another reason for organizing a **BILLETING COMMITTEE**. It is this: during these days of low salaries of teachers and of unpaid salary, many teachers may consider themselves precluded from attending on the ground that they can not afford to register at a hotel. So it is being planned that no teacher shall be excluded from the Convention on that ground alone. Therefore we are asking every local and sub-local to contact **every one** of their members and report the names of all those who intend to be present if possible; also to do their utmost to persuade as many as possible to come to Edmonton for the "big Convention". As a test of the loyalty and co-operation of locals and members (an appeal which has never yet fallen on deaf ears) the Executive of the A.T.A. asks that every local and every sub-local get busy immediately and **organize** this matter. We ask that they investigate the case of every teacher and secure the following particulars:

- (1) Name of teacher, address, and if planning to attend the convention;
- (2) If attending, does he desire to register at a hotel and at what rate, etc. (Rooms are available from 50c up.)
- (3) If teacher has a home in Edmonton, can he or she provide room for another teacher?

Members not members of locals are urged to send in information direct to Head Office.

Vice-President R. E. Shaul has been appointed to take charge of billeting arrangements.

There is another reason in addition to the above why the Executive must have advance information with respect to the number of teachers who will attend the Convention. This information will guide us in planning which and how many auditoriums outside the Macdonald Hotel it may be necessary to rent. Lack of information may result possibly in overcrowding or, in case of a smaller attendance than anticipated, the expense of renting unnecessary halls.

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HIGH DAYS AND HOLIDAYS IN CANADA.

By Annie H. Foster and Anne Grierson.

When you were a child, did your teacher ever, on the afternoon before a holiday, tell you the origin of the coming holiday and the customs associated with it? Do you still connect the information, pleasantly, with the apple and biscuit that, perhaps, went with it? This book contains all the information a teacher needs for such an occasion. It gives the origin and customs associated with recognized holidays and other days of special interest to Canadians, including:

Saint Valentine's Day, Saint Patrick's Day, Easter, Empire Day, Thanksgiving Day, Hallowe'en, Christmas. Get it today and make your next class party a time to be remembered. Paper, 50 cents; Cloth, \$1.00.

PETER AND NANCY IN MEXICO, CENTRAL AMERICA AND CANADA.

By Mildred Houghton Comfort.

This latest book in the very excellent PETER AND NANCY TRAVEL SERIES contains a sixty-page section on Canada, illustrated with thirty very good photographs. In it the children and their uncle travel from Halifax to Vancouver. Through skilful writing the author combines two things: interesting narrative and pages packed with information. The series is in great demand for Social Studies classes as it shows the social and economic life in various countries. Books already published in this series are: *Peter and Nancy in South America*, *Peter and Nancy in Europe*, *Peter and Nancy in Africa*, *Peter and Nancy in Asia*, *Peter and Nancy in Australia*. 95 cents.

NOVA SCOTIA AT WORK. By H. P. Jenkins.

This presents a picture of the vocational opportunities that exist for young Nova Scotians, and is a useful supplementary text in geography and social studies for other provinces. The industries and occupations of the province of Nova Scotia are described briefly and in non-technical language. The information has been carefully checked by experts in each field of industry described. Illustrated, \$1.00.

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THE RYERSON PRESS

The Area School in Tasmania--An Adventure in Rural Education

By MR. W. T. MEL FOWLER, Grande Prairie

THE problems of the rural school are always with us. In part they arise from the smallness and the remoteness of the schools themselves: but there are other and more serious difficulties. The rural environment is the chief. "Ordinarily, our educational programmes are developed in the cities. Their adjustment to rural conditions is commonly an afterthought. We plan for the city or town; then we make what we deem to be necessary modifications for rural children. The injustice will be obvious. The country child has as much right to primacy of consideration as the city child."¹

The days of school isolation are over and real experience, full of the color and movement of a real world, should make up the school life. To assure this for the country child the interests and activities of the community should be made use of—BUILD THEM INTO A RURAL-SCHOOL CURRICULUM.

The older a child grows the more deeply he becomes rooted in his environment and the more marked should be the contrast between the town and the rural school. By the time he is about twelve years old special planning is required. At about this age the child's future prospects begin to take form and his long-range interests to appear. The rural school should plan accordingly and should not be "an attenuated reproduction of the city school".

There are children whose educational future lies in high or technical schools. For those whose I.Q. is up, provision is made in the large centres but there are many for whom such a course is not fitting. It is to meet their needs that the area school has been established. The germ of the idea is English. "The Hadow reorganization scheme for the county of East Suffolk was drawn up and presented to the Education Committee in 1929. . . . The scheme proposed that the county area should be served by 56 'Area Schools', the term 'Area School' being the one accepted by the authority as the best description for the school of the Hadow type serving a specific area".²

* * *

Tasmania is essentially a rural state. The population of just under the quarter million mark is about equally divided—half live outside the cities and towns. There are in the state over 300 one-room rural schools. Consolidation is essential for the operation of a plan of higher primary rural education. The problem of consolidating these schools is not simple, "but the conception of the area school has given an impetus towards consolidation which mere administrative considerations could not supply."¹

In a country difficult of access and with a scattered population, a separate plan of consolidation has to be worked out for each district. Special school buses run on some routes but where practicable rail and motor services already available are used. In other cases children use bicycles which are the property of the Education Department. The parent undertakes to maintain the bicycles in good condition while they are on loan. Waterproof capes are also provided by the Department for use in wet weather. The suitability of bicycles depends largely on local conditions, such as roads and weather. In all cases bicycles are restricted to children twelve years of age or older.

In one district the plan of consolidation is modified to include redistribution. There are six small schools in this

district, all served by a bus which makes a circuit of 26 miles before arriving at the central school. This bus at some stages transports the younger children from one small school to another, with the result that two of the small schools are closed, the senior children being transported to the area school, and the juniors to two of the remaining small schools. In another district, only the senior children are transported, the juniors continuing at the small school, while in still another all the children are transported to the area school, the small schools being closed.

The modified course of study at the area school is based on the needs and interests of rural life. The formal and social studies are carried on, but elements derived from country activities are introduced. These vary somewhat from district to district, but the general background is the same. There are two pivotal points—the soil and the home. About these two the various activities cluster. "For the boys—agriculture or fruit culture, work in wood, leather, iron, tinplate, cement; for the girls—cookery, laundry work, needlework, home crafts."¹

For the equivalent of about two days a week the pupils follow courses in these allied subjects. The purpose is not to make tradesmen but give pupils sufficient working knowledge to enable them to be resourceful and independent on farm and orchard. So with the girls the aim is to develop homemakers, not dressmakers or laundresses. The courses differ in different schools. There is no departmental prescription; each principal in conjunction with the district inspector draws up his plan of work. "The programmes reflect three tendencies, viz., the nature and needs of each district—the opportunities provided by the school site and equipment—and the personality of the teacher."¹. Some schools are located in fairly prosperous and well-developed country; in others the conditions are poorer, and the standards of efficiency lower. The prevailing industries vary—orcharding, dairying, mixed farming. The type of activity and the selection of the courses is affected to a great extent by the personality of the teacher. One school has pasture plots and farming products; another bee-keeping or poultry raising; another horticulture and landscape gardening. All schools are alike in relating the work done to local activities, and in carrying out these programmes with rural enthusiasm. The practical nature of the project is emphasized. In woodwork the boys acquire skill in shaping and jointing and apply that skill to meet real needs. Work involving both construction and repair abounds on the school properties. There are fences to build or repair, gates to make and fit, seats to build or cupboards to construct—these projects and countless others the boys carry out, the materials being supplied by the Education Department.

The same applies to other activities. A saddlery course involves the making and repairing of harness parts; tinsmithing, the fitting of spouting and down-pipe, or the construction and repair of farm and home utensils; in blacksmithing, ornamental iron work, the making of hinges and other related objects.

Each school is equipped with dining room, kitchen and laundry. A canteen is conducted for the benefit of the pupils, operating in some schools every day, and in others several days a week. Two-course mid-day meals are provided, or on occasions as an alternative, cups of cocoa and milk. The charges made are very low, but are sufficient to pay the running costs of the cookery classes. Through the canteen the girls obtain practice in cooking, serving, laundry work. A course in needlework is added.

1 "The Area School in Tasmania—An Adventure in Rural Education." H. T. Parker, Psychologist and Supervisor of Research, Education Department, Tasmania. (The information for Dr. Parker's report was supplied by the five head teachers of the five area schools operating in Tasmania)

2 "An Experiment in Rural Reorganization" H. M. Stat. Office, London, 1934.

This home making course is definitely vocational, and there is no question of its fitness. The boys' course is probably a little more semi-vocational and the vocational bias is fully justified. Remember we are dealing with a rural boy in a farming community and most of the boys will take up the occupation of the parent. The parental occupations are fairly well indicated in the table below.¹ This sets out the recorded occupations of parents of children entered at four schools during the past four years:

Type of Occupation	Percentage of Cases			
	School A (Small town)	School B (Small town)	School C (Village)	School D (Wholly Rural)
Farming or orcharding.....	36.5	42.8	58.3	47.7
Laboring (including farm or orchard)	29.0	31.8	27.4	38.5
Skilled and semiskilled manual work	10.2	8.5	1.2	3.8
Business	9.4	3.5	0.0	1.5
Communication and Transport	6.4	1.5	8.3	0.8
Professional	3.0	1.5	0.0	0.0
Others	5.5	10.4	4.8	7.7

It must be remembered that the main value of the course is not vocational. Rural life is colored by the occupation of the people and the culture of the countryside is framed of country experiences; "the expression of that culture is made largely through rural crafts and occupations. It matters little for the justification of the school course whether a boy who spends his time at work-bench or anvil becomes a farmer or not. What does matter is that if he is to live in a rural community, he must know something of the experience that makes up the life of that community. When the area school is teaching crafts it is going far towards making citizens".¹

Associated with each area school is an advisory council, on which is representation from each of the districts served by the school. They are to advise on such matters as travelling conditions and schedules; suitability of practical courses established; to assist in providing material or service where the need exists, and generally to help the teacher and the school to serve the pupils and district in the best possible way. In practice the councils have proved most active bodies, and an invaluable element in the educational organization. Each school has its parent association, which acts as a school auxiliary and forms a direct link between parent and school.

The ordinary Tasmania primary school provides a seven-grade course. For pupils who qualify for admission to state high or technical schools the course terminates at the end of grade six. In the area school the seven-grade course is modified in the two final grades, and an additional grade is added. This allows, in effect, a three-year practical course for pupils twelve years of age or over, paralleled by an academic course of equal length. The fusion of the two courses presents some difficulties which have not yet entirely been overcome. The main difficulty arises from the adoption of two contrasting plans of classification. In the ordinary grades classification is by attainment; in the practical course it is by age. Children who are retarded in educational development commence their practical work while still in Grade 5 or even 4. The trouble is not only one of time-table adjustment but it tends to add difficulty to the synthesis of the two courses, and rather creates a contrary tendency to keep the two in isolation. The aim not yet reached is to achieve a fully integrated programme for all children from the age of twelve upwards.

The value of the area schools, as of all education, cannot be seen within the school itself. Results that do not reach beyond the school are educationally futile. "The work of the area schools has certainly touched the children's lives—it has gone further, and is acting as a leaven for whole districts. Community interests have been aroused, district co-operation has been extended, higher standards of efficiency have penetrated to home and farm."¹ All these though not in the school programme, are valuable by-products.

The results for the children themselves could not be better expressed than by quoting the words of a parent of area school pupils:

"I was very doubtful at first that this school would be as valuable to us as our local school. As a member of the Council for many years it was my privilege to fight for the building of a school in my district, therefore you will understand my feelings when it was made known to us that the Department intended to remove our school to town, and to convey our children there by bus. That is twelve months ago now, and I am convinced that the move was a wise one.

"Firstly, my children have taken a lot more interest in their school work owing to the wider range of subjects. This has given them a desire for education which they did not seem to have before.

"Secondly, the children have made many friends and have more company in many ways, and this also helps them to broaden their minds, inspires them to try and keep up with the other fellow, and helps them to progress.

"Thirdly, the travelling to school. My children have a mile to walk and then seven miles in a bus. Last year they were walking two miles to school—they find it much easier to travel to town. And I wish to stress here that I have noticed that it has been a great advantage to have a master to control the children—I have noticed the effect it has had on the views of my own children. This greater concentration is what is needed. This is my candid opinion—that it is the best move in education for the outback children for many years."

The story of the Tasmanian area schools is one of beginnings, and the success that has attended the establishment of the schools has already been sufficient "to justify their adoption as part of the settled policy of the Education Department. Their extension to other parts of the state is only a matter of time."



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Some Light on the Jewish Question

BY MR. JOHN C. HICKEY, Strathmore

THE JEWISH problem has come into the limelight, as anti-Semitism commits new atrocities in Central Europe. The indignation of the rest of the world has been aroused by recent actions. But so complex is the whole question, and so bound up with personal and racial prejudice, and with mistruths and half truths, that most of us are quite at a loss when discussing it. At the same time, the present Jewish situation stands as a challenge to those countries, and to those people who believe in the ideal of Democracy. As teachers in Alberta, we are educating for Democracy, and, this being so, it would seem to be our duty to help suggest a solution for the plight of the unhappy Jewish people. The purpose of the present article, as its title suggests, is simply to shed some light on the problem, to assist in more intelligent discussion. It does not seek to offer any final solution. As usual, in questions of this type, the best approach seems to be historical.

The Hebrews first appear in history some thirty-five hundred years ago, in the Biblical exodus from Egypt. At this time they are loosely organized into twelve tribes of wandering shepherds, seeking a place to settle themselves and their flocks. In a short time they have conquered the land of Canaan, or Palestine, originally inhabited by other Semitic peoples, and by the beginning of the first millennium B.C., under their kings, Saul, David, and Solomon, they have formed a small Syrian empire. But both place and time were unpropitious.

Palestine, as everyone knows, is situated on the pathway between Egypt and Mesopotamia. It is a narrow strip of fertile land, bounded on east and south by desert, and on the west by the Mediterranean Sea. At this time the struggle between Egypt, Babylonia, and Assyria, for the control of Syria, was being waged, and, destined to be the battleground of these ancient armies, the empire was short-lived. After Solomon it split into two parts. Israel, with ten tribes, held the north, Judah, with two, held the south. Always plotting and taking part in alliances against Assyria or Egypt, the Hebrews were finally conquered by the Assyrians about 700 B.C. A large part of the ten tribes of Israel were deported by the Assyrians and lost to history, while, in their place, other subjects were settled, in accordance with a common ancient procedure against troublesome conquered peoples. A mixed race thereupon grew up in Israel, the Samaritans of the Bible. Next, Babylon became the dominant power. Some of the Judeans were deported to Babylonia, but managed to retain their national identity, and remained as a thriving and important Jewish centre until the tenth century A.D. Meanwhile, in succession, the Persians, Greeks, and Romans became masters of Syria, crushing continual revolts on the part of the freedom loving Hebrews. Under Roman domination, Jerusalem was destroyed, and the Hebrews dispersed from their homeland.

It was during the Roman period that Christianity was born, and anti-Semitism had its beginning. Christianity is a growth from Judaism. Both, in this period, were missionary religions, presenting very similar forms of doctrine. Rivalry arose in the search for converts. When Christianity became the state religion of Rome, Judaism was repressed. Various means of fighting Judaism were used, chief among these being the story of Christ's death on the cross. According to modern historical criticism, grave doubt must be cast on the traditional form of this story, perpetuated widely, even today, through the agencies of passion plays and Sunday school lessons. In this story the Jews are named as Christ's

murderers. Modern scholarship seems to exonerate the Jews on this score, but what damage this story has done and is still doing to the Jewish race!

As Christianity grew stronger in Rome, the Jews were dispersed to the various parts of the empire, due to repressive legislation at the centre. With the breakdown of the Roman Empire, the Jews found temporary refuge in some of the national states then formed, where their commercial ability made them welcome. But as Christianity spread throughout Europe, their conditions gradually worsened. They were driven now from one country, now from another. A centre of Jewish culture might be extinguished at any time, only to rise again in some other locality where temporary tolerance was being enjoyed.

The first violent mass action against the Jews occurred during the crusades. "Shall knights risk their lives," it was said, "to rescue Christ's tomb, when his very murderers live in security in our midst?" Thousands of Jews were massacred in Europe, and their properties looted. The Black Death was then charged to their agency; thousands more perished. Life for the Medieval Jew became a very precarious affair.

Barred from holding land, they were compelled to live in the towns. Here they were confined to a small, walled-in area, the ghetto. Increase in their numbers resulted in terrible overcrowding, in the ghetto of Rome, at one time, there being as many as ten thousand, living in an area of less than a half section.

No Jew could hold membership in a craft guild. This effectively excluded them from the manual trades. Their trading rights were severely limited. In fact, the only occupation in which they could engage without hindrance was that of money lending. This was due to the fact that the Christian Church prohibited its members from the taking of interest. Growing trade required credit. Thus, the Jews became an important factor in commercial expansion. Their peculiar position of dispersion over most of the civilized world made them particularly useful in commercial adventures of an international character. However, in most Medieval European states, the Jews were the personal property of the ruler of their state, to be taxed by him alone. And heavily taxed they were, too. Their only recourse, in their turn was, to squeeze money from the common people and middle classes, through usury. This incurred the resentment of these people, and Shakespeare's Shylock became the common conception of a typical Jew, existing in many minds even today.

Murder and rapine might sweep down upon the ghetto at any time. A dead Christian child, an epidemic of disease, or simply some lie told by a heavy debtor, might serve to bring the mob down upon the Jews. A common fiction of the Middle Ages, used in some places even in modern times, and disproved again and again, was the accusation of ritual murder—murder of a Christian child for use in religious rites. Its passions roused by stories such as this, and urged on by fanatical priests and monks, there was no limit of atrocity to which the ignorant Medieval mob might not go.

Under conditions such as these: segregated from contact with the rest of society by the walls of the ghetto, marked out for public contempt by the distinctive clothing or badge he was forced to wear, cut off from the land and from all ordinary manual occupations, subject to murderous pogroms or dismissal from the state at any time, forced into usury as a means of livelihood, the Jew inevitably developed some undesirable qualities. National exclusiveness and racial pride, cunning in business and contempt for the

Gentile, became part of him. He became a hard creditor giving no quarter because he received none. Segregation from the outside cultural life forced him to develop his own culture, consisting chiefly of study of the Bible, and of the Talmud, or law. The Talmudic scholar became the most revered of men.

Then came the French Revolution, and new hope for Israel. The new Humanism demanded Jewish emancipation. In the Napoleonic dominions, the walls of the ghettos were torn down, and the Jews stepped forth as citizens of France. Other countries followed suit, and, by the middle of the last century, the Jews of Western Europe were fully emancipated.

In response, an active movement for assimilation arose among the Jews of Germany, and spread throughout Western Europe. The Jews were to cease their national aspirations for restoration to Palestine. They were to become part and parcel of the citizenry of the land in which they dwelt. Judaism was to be regarded as merely a religion, like Catholicism. As a result, Jews became active in the political, social, and intellectual life of their various homelands. Many married Christians, and some became Christians themselves. Jew fought Jew in the Great War. On the whole, this group did all in its power to become thoroughly assimilated in the surrounding populations.

But anti-Semitism was not dead. The Dreyfus case in France, just before the turn of the century, roused violent anti-Jewish feeling throughout the land, rudely shocking the Jewish assimilationists. Since the war, anti-Semitism has grown steadily in Central Europe, until the scene today recalls the Middle Ages.

Various writers on the subject give various reasons for anti-Semitism. During the Middle Ages, the religious motive appears to have been the dominant factor; but today, it is not the only one. No doubt, early religious instruction of a more or less unhistorical character does leave most of us with a certain anti-Jewish prejudice, but more than this is behind modern anti-Semitism.

When Germany lost the war, her military and industrial caste was almost unseated by the rising of the masses. Years passed by before it was firmly entrenched again behind Hitler. To safeguard itself, it destroyed workers organizations, co-operatives, and political parties. A convenient scapegoat was at hand in the Jewish portion of the population. They form a national minority of a peculiar kind. Having no homeland, international complications do not arise from their repression. Deep seated prejudices were aroused by the skilful use of racial propaganda, and the myth of Jewish world financial domination. The social evils of the present economic system are blamed upon the Jews, and, in this way, popular discontent is given a safe outlet. This is all an old story. The same procedure was used for years in Russia until the overthrow of Tsardom.

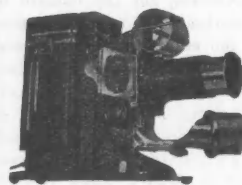
In face of rising anti-Semitism, a strong movement for restoration to Palestine has grown up among the Jews. The Zionists are attempting to regain Palestine as the Jewish national homeland. Large colonies are already settled there and are successfully making the land one of milk and honey, as it once was. The eventual success of the plan, however, seems to depend on the Arab attitude.

In any case, it is not intended that all world Jewry settle in Palestine. This would be impossible. At the time of the dispersion from Palestine, under Rome, it is estimated that there were some five millions of Jews. Today, there are roughly sixteen million. However, it is felt, that, given a national homeland, the dispersed Jews will come to be regarded as on equal footing with any other foreign people,

and that, with a centre of their own, they will be able to develop their own national genius and make some worthwhile purely Jewish contribution to modern life. Whether or not, the Jewish problem will be solved by this means, remains to be seen. It would seem evident, however, that with the establishment throughout the world of a more just economic order, and a higher level of general education, the problem would tend to disappear.

Meanwhile Jewish refugees pour in increasing numbers from Central Europe. If Democracy is to be anything besides a political catchword, then its clear duty is to assist these unfortunate people. To date, very little has been done. In Canada, for instance, only those Jews who already have near relatives here, or those who have sufficient capital to set up in some self-supporting business, are allowed to immigrate. It is to be feared that most refugees will not have this amount of capital. It would seem that such countries as Canada, U.S.A., and Australia, must open their doors to these refugees, if Democracy is to prove itself to be something of value to all of mankind. Possibly, such action would create a serious social problem in the countries concerned, who are already having difficulty in supporting large armies of unemployed. But no other solution of the immediate problem presents itself. We cannot, as an enlightened people, turn our backs on the Jews. Such action would be an indictment of Democracy.

The tenuous and uncertain nature of the above conclusions is fully realized, but, as was said in the introduction, this article does not pretend to have solved the Jewish problem. If it has shed some light on some of the more salient points at issue and thus assists to a more intelligent consideration of the problem its purpose is amply fulfilled.



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By MR. ALAN McDougall

TO THE TEACHERS OF ALBERTA, CANADA.

I have just had the pleasure of a visit from Mr. A. N. McDougall, a teacher from your Province.

Mr. McDougall, in addition to bringing with him fraternal greetings from the teachers of Alberta, has explained to me that in your State much has recently been done towards revising and enlarging the scope of your Course of Instruction and bringing it more into touch with life itself. This, to me, is interesting news as a similar movement is now also in operation in this State. We are doing much towards allowing teachers freedom both in what is being taught and in the manner of the teaching. A new Course of Instruction designed to bring the curriculum more closely in line with the living needs of pupils is now being compiled. It is indeed interesting to know that a similar movement is on foot in your Province.

Control of Education in this State, as in all other states in the Commonwealth of Australia, is almost entirely by the central authorities in each individual state. This system we find is working to the satisfaction of teachers, parents and pupils alike.

The kindly greetings brought to us by Mr. McDougall are heartily reciprocated by the Department of Education in this State.

Yours very sincerely,
WM. J. ADEY,
Director of Education,
South Australia.

* * *

BEFORE giving some of my impressions of Adelaide and the educational system of South Australia, I should like to take this opportunity of expressing my deepest thanks to Mr. W. J. Adey, Director of Education for the State, who gave me a warm welcome and provided me with a means of viewing Adelaide and its environment. Also my gratitude goes to Mr. Hosking, Chief Inspector of Schools, for sparing his time in taking me to various schools and explaining many interesting features of the country. Hospitality seems to be a habit among the Australians for wherever I went, I was given cordial greetings.

And now, instead of going forthwith into any detailed examination of their educational system, it might be better if I were to trace the path of our excursion into the country, mentioning the highlights.

Leaving Adelaide, we drove out on a highway which leads through a range of hills backing the city itself. Through the Gorge we travelled, passing farms and orchards, picturesquely laid out in the many small valleys. The highways are in fine condition and provide a startling contrast to our own, in that they have no advertising cluttering up the roadside. Instead, you may often see rows of tall, solid Eucalyptus trees, graceful Weeping Willows and groves of Monterey Pine which form a delightful Avenue of Trees, sometimes reaching over to touch their neighbors opposite. There are many types of Eucalyptus trees in Australia, only a few giving the desired oil in commercial quantities, yet in most types the odor may be detected by crushing a few leaves. Along this way, through the valley of a small river, are the reservoirs which supply the city with water, and as the banks became steeper the scene reminded me of a miniature Banff highway.

Finally, we came to our first port of call—a typical country school which has the name of Cudlee Creek, a name derived from the Aborigines. It was certainly cuddled between two hills and laid out on spacious grounds, with a large Eucalyptus casting its shadow before and a small creek marking the boundary at the rear. The State will pay a teacher for a school having down to six pupils and, to make allowances for the shifting of these small centres of population, the school house, such as we were viewing, is built in sections to allow for easy dismantling and removal. This school had an attendance of ten, ranging over the first seven grades and in general it resembled quite closely some of Alberta's rural schools.

I do remember that the lesson on the board dealing with land and sea breezes appeared familiar and the double-seats caught my attention. This double seating arrangement is quite general in the Primary schools.

On from here, passing through several small towns, we came to a typical town High School, Birdwood High, named after the leader of the Australian contingent in the World War. The structure here brought home to me a feature of their architecture, that of keeping a building to one floor if possible, and spreading it rather than elevating it. Made of brick and placed on a cinder and paved ground, it had a very business-like look about it, and to my unaccustomed eyes a rather severe appearance. Remembering that their seasons are the opposite to ours, you will readily see that at this time the pupils would be completing their year's work and getting ready for the tests. So we did not stay very long. I must mention however that I noticed several students industriously hammering away at typewriters on the covered-in porch and this brought back memories of Summer School.

The final type of school in our town and country visit was a consolidated one, Oakbank Consolidated. The head master very kindly conducted us over the premises and explained new innovations, as this is the newest model to be put into operation. Might I say here that the technical side of education such as woodworking, dressmaking, cooking, etc., are to play an important part in South Australia's new curriculum, and in this regard, Alberta seems to be well advanced. There is great interest in the woodworking shop and activity is general whenever the boys have a spare moment. The girls have a kitchen for their share in the programme. Besides these two special rooms there are three classrooms; the first seven grades being distributed among them. Since this consolidated school serves a number of districts, provision is made for a large assembly hall, by the folding of one wall as a series of hinged doors. The grounds are typically rural in their surroundings and neatly laid out, but instead of the familiar baseball one sees the youngsters practicing cricket.

The head master, who is aiding in drawing up the revised course, gave some interesting points on it. It is not unlike our Enterprise Education with learnings tending to meet life problems and practical usage. The skills are to be taught in such a way as to be particularly applicable to local requirements. For instance, this locality is mainly agricultural with a few factories. I gathered that studies built around these activities will be given an important place. It's the same story of pupil activity commencing with his own environment. When finished this type of school will provide accommodation for many classes such as woodworking, sheet metal work, engine study, home maker's course, etc.

From this school, we returned to Adelaide, stopping on the way to view the entire surroundings from an excellent look-out atop Mt. Lofty. From here you can see why Adelaide claims a population of around three hundred thousand. The business section appears as the hub, and a very compact hub it is, it being possible to travel from one end to the other in a short space of time. Around cluster the residential districts with the familiar single story houses of brick or stone. It is compulsory that buildings be so completed (I haven't seen a frame building here yet) and you get the effect of dwellings which in reality are forty or more years old, appearing quite new and clean. Out from these settlements, stretch the suburbs: Port Adelaide, where the docks are, Birkenhead, Glenelg, Largs; practically towns and cities in their own right and thriving pleasure resorts. Then beyond and around—the Pacific fading away into the Great Australian Bight.

Several special schools were shown to me which deserve mention and discussion. The first which I should like to deal with is the Correspondence School. As you can see from a map of Australia, the populated parts are like a fringe around the edge, centralized mainly in a few cities, yet in the interior, are an appreciable number living on farms, at sheep stations, or in mining centres. It is the duty and purpose of the Correspondence School to see that the children of these isolated communities receive an opportunity to secure an education. The rules for enrolment are very simple. A child must be at least three miles from the nearest school but allowances are made in exceptional cases. Actually there are pupils living up to three hundred miles from a school. Children are admitted from the age of five and the lessons continue up to the end of the primary grades. Miss Griven, the head of this department explained to me that in this particular section, there were five picked teachers, each of whom took charge of fifty correspondence pupils. The work is mailed to the children in the form of leaflets containing directions for the parent and work to be completed by the student himself. This work is presented in a very comprehensive manner somewhat after the style of the work books which we use in the primary grades. After a fortnight, the papers are returned to the school under cover of envelopes provided, which are already stamped O.H.M.S., so that the cost to the parents is nil. Another set of lessons pass the returning one so that there is always a set at each end of the line. The system is very successful judging by a comparison of marks made by these pupils and those made by city students. There is a remarkable personal bond between teacher and pupil here, although in the majority of cases they have never met.

Besides the usual courses, extras in such things as Art and working with cloth samples are given and are very well handled when you consider the restrictions to education by post. For the latter course, the State supplies all material with the exception of actual garments made by the girl, and while I don't pretend to be a connoisseur in feminine apparel, still some of the finished products struck me as displaying excellent workmanship. Competing against other centres, these correspondence girls took many of the first prizes. At present there are about sixty girls enrolled in this particular class.

And now I come to what perhaps will interest you as vitally as it did me, the Teachers' Training College. You know, as I toured these schools and met the teachers, I was impressed by some kind of atmosphere which surrounded them and which had me guessing for a while. Their position in society seemed to be very high and there was that certain independent air about them with an appearance of permanency and satisfaction. They practically exuded that quality of being somebody because they were somebody and had brilliant prospects of going on being somebody. Sounds rather hashed up but perhaps after I give you an idea of their regulations this attitude will become more apparent.

An Edmonton lady, a pillar of conservatism, wrote, unsolicited, to a friend, about the following book:

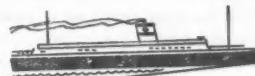
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Education is the responsibility of the State, in practice as well as in theory, and so to be certain that they are getting the best out of their investment, the State makes sure of the material which they are turning out as teachers, giving them at the same time a definite idea as to what to expect in the way of salaries and promotions. In other words, teaching is truly a profession in Australia and one in which assurances are given for a settled and comfortable life in the future.

To begin with, a prospective teacher must meet certain academic, physical and character conditions before being accepted. They are then enrolled in the Teachers' College (at present time there are about three hundred) and given an allowance of about £40 per annum with an additional £20 if they are boarding. The students, in turn, promise to teach in any part of the State and agree to teach for at least three years for every one year spent at the College. Then according to their class and type of certificate they are allocated to schools and commence their career with a good view ahead. The salaries by the way are based upon a minimum with additions for the age of the teacher, the position, service as an assistant, and skill. With that program, the State is assured of able, qualified teachers who intend making teaching their life work.

The courses at the college range from a period of one year to four, with an ascending class of certificates. This institution is affiliated with the University and is adjacent to it as various University courses leading to degrees are worked into the time-table. Not all students take the same work however, as there are many lines in which to specialize; for example, Woodwork, Domestic Arts, Commercial and Technical courses.

I might mention here that there is a probationary system under which students may start at the age of fifteen and work

under a teacher for one year in some school for a course in preparatory instruction and training. Then if he is of age he may enter the College; or he may serve as a junior teacher until such time as he comes of age.

Now I think it would be interesting if I were to quote some salaries, taking them from here and there, from different classes of schools and giving the approximate value in Canadian money. But please remember that these are not intended as an average, being just random pickings which include, if needs be, skill (Inspector's report) and age. However, I believe that you will get a little suggestion of the salary scale and I'll leave it to you to make a comparison:

	per annum
Principal of a city high school	\$2,700
Assistant	1,500
Specialist in some training	1,800
Primary Schools (I-VII)	
Principal	2,200
Assistant	1,100
Class VII Schools (comparable to our rural ungraded schools)	
One teacher	\$800

An assistant mentioned above is, I believe, a teacher in charge of a classroom.

In conclusion, I'd like to pass a few remarks on the site of the University and College. They are located in a part of Adelaide which has been reserved for such public buildings. The Library, Art Gallery, and Museum are found close by and we see that South Australia has a good supply of philanthropists as several of the buildings with their equipment are gifts from various citizens. It is an historic part of the city, kept as parklands, which provide a beautiful setting for the University buildings and still standing are some of the original barracks used by the early militia and police with the grey stone and red brick standing up well despite the wear of years. On one side of a former barrack square is the former jail, whose thick walls give good protection for the modern X-Ray equipment lodged inside. Beyond the campus and buildings, past the river, lies the residential districts while before them looms the business section. So that in fact as well as in fancy, the University is the link that connects youth and his home with a career.

SEA SUDS

A rather tragic note was sounded here, a few days before we dropped anchor in the roads off Port Adelaide. It seems that the skipper of a British freighter anchored close by, when returning to his ship one night, slipped from the boat and was drowned. The boat containing members of the crew which were going to the rescue became water logged and they in turn had to be rescued by the Custom's launch. It was made a little more tragic, if possible, by the fact that the Captain's daughter was accompanying her father on the voyage.

It is an odd fact that a great majority of seamen cannot swim. I know several who have spent their lives on the sea and who were born near the sea, yet cannot swim.

I think you might call Australia's national sport Horse Racing. They have dozens of meets with numerous days of racing and to own a race horse, isn't putting yourself into the upper twenties, but merely keeping face. And here's one from the Custom Official himself. The day before we arrived, a shark very nearly had one of these horses for tea. Apparently the horse was cooling himself in the wetness when the shark spotted him and gave him a bit of excitement.

One thing which I did neglect to see in Adelaide was the Koala Bear farm and if there are not any of these bears in Perth, I hereby promise to let my shipmate boot me from well deck to well deck. Maybe. The moral of that is never to let a chance go by.

For anybody intending to visit Australia, or the United Kingdom for that matter, I'd recommend exercising your head for fifteen minutes every morning turning it to the right. What I'm getting at is this. After you have been used to right hand traffic which you spot by turning your head left, it gets a little embarrassing in a country of left hand traffic, when you are standing cautiously out from the curb looking in one direction for signs of cars and one suddenly comes up behind you and just about takes you for the Lambeth Walk. The police are very nice about it though, especially if you are a visitor. And after walking through several red lights and causing several jams, I began to get the hang of the whole idea.

* * *

The Australian Bight has the reputation, in some quarters, of being very rough, but we had a very nice crossing with the exception of an occasional swell which ordinarily would have been as fuzz on a peach to the good ship, but going across light ship (to load at Fremantle, the port of Perth), those swells carried plenty of weight and one minute the bow was pointing somewhere into the heavens and the next minute it was thinking of taking a look at Davy Jones.

* * *

At least one member of the crew got her picture in the papers—Captive, the cat. She was in one of the holds while we were loading at Alberni, B.C., and logs and lumber to a height of fifteen feet were piled over her. The first signs of life from this hold were faint meows, coming from the ventilator after the ship had put out to sea. For thirty-five days, Captive was a prisoner, being fed through the ventilator, and when the timber was finally unloaded at Adelaide, she was loath to emerge from the darkness. It took the Electrician many minutes of patient coaxing to persuade her to return to freedom.

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MARGINALIA

By DR. C. SANSON

DEMOCRACY

ACCORDING to newspaper reports, Mr. C. E. Little, K.C., secretary of the Saskatchewan Trustees' Association, who was sent by his organization to attend the recent Convention of the Alberta Trustees' Association in Edmonton, doesn't like our ways of doing things in Alberta. On his return to Regina he reported unfavorably on the new Alberta system of larger units, not on grounds of inefficiency, it would appear, nor of crushing new taxation, nor of a worsened educational outlook for the rural children of Alberta, but solely on the way it was introduced. The Alberta system was not brought in by "democratic" methods, according to Mr. Little, and he holds this devoted province up to the startled gaze of the loyal trustees of Saskatchewan as a horrible example of a downtrodden people. Alberta even went so far as to "prefer the ways of Fascism to those of Democracy", Saskatchewan was told. What a thing to make the flesh creep! Mr. Little must not be allowed to get away entirely with this.

There are two ways of approaching our esteemed visitor's position on the Alberta situation, one the practical and the other the theoretical. Practically it may be affirmed without any hesitation that if Alberta allows her system to stand, and if Saskatchewan waits for her army of some 20,000 rural trustees to vote for its dissolution before making any significant move in the direction of rural school reform, then in the course of ten years Alberta will evolve a rural school system that will put Saskatchewan to shame. This is not just idle prophecy. For proof, we have the achievements already to the credit of the Alberta system, young as it is, and the improvements forecasted for the immediate future, improvements it would be impossible even to contemplate under the old system. Further proof is provided by the experience of other countries all over the world, countries where the small district system was long ago abandoned, as England, or was never introduced, as Australia and the Union of South Africa. The advantages these countries enjoy over communities under the small district system are universally admitted. How many years, decades, generations, must rural children be denied their birthright out of homage to a spurious conception of democracy which gives public opinion, no matter how uninformed, the exclusive right of leadership, and makes of those who are capable of leadership mere servitors of ineptitude.

This is no reflection on the thousands of faithful men and women who in their capacity of rural school trustees have striven to provide decent school facilities for the rural children of this province. The trouble was they were working against impossible odds. Their districts were not large enough either to provide anything like a uniform school revenue from year to year (except in the most highly favored communities), or to set up educational facilities worthy of the name of education beyond the elementary grades. The use of specialists in music, art, health, etc., was completely precluded, and the relationship of the teacher to local conditions was such as to drive many of the most upstanding and self-respecting teachers out of the profession every year. Is it any wonder that rural education made no really significant progress in Alberta in thirty years? And is it entirely reason-

able for trustees to be sensitive over a situation which was not primarily of their making at all, but the result of a *system*, a system so bad, so thoroughly inadequate for modern needs that it possibly has not a friend left in the entire world among those who have gone to the trouble to inform themselves carefully on the merits of the question?

On the theoretical side Mr. Little's position is no less untenable. In times like these, with democracy on the defensive everywhere, it must be important to interpret the democratic way of life in such a way as to *get things done*. Either this or good-bye democracy. Fortunately it is not only possible but quite feasible and proper to interpret democracy in just this way. Democracy is not necessarily synonymous with inefficiency, out-of-dateness, unbridled individualism, every man for himself and the devil take the hindmost. There is no such eternal enmity between democracy and intelligent leadership as Mr. Little seems to suggest. Democracy means "the rule of the people" to be sure, but not necessarily the helplessness of government in the face of uninformed opinion. Representative democracy is a very different thing from the literal "rule of the people". This latter conception was that held by the Athenians. But what happened to Athens? She couldn't even stand up against ignorant, dirty, uncultured Sparta when it came to a test of efficiency.

The conditions of political democracy are met when the people at stated intervals are given a free and untrammelled opportunity by secret ballot to pass judgment on their rulers. This is the test of democracy, and the only ultimate test. Subsidiary to this, and perhaps necessary correlates, are such things as freedom of the press and the independence of the courts. But the test of reference is the supreme test. The reason Italy and Germany are dictatorships is primarily that the peoples of those countries have not the right to approve and disapprove the policies of their rulers at stated times. It has at bottom nothing to do with the fact that Mussolini and Hitler do not have recourse to the popular vote in determining administrative policy on particular issues as they arise.

A democratic government that embarks on a policy which is rather obviously opposed at the time by a considerable section of the electorate must on the face of it have considerable faith in the worthwhileness of the cause, and should at least be given some credit for having the courage of its convictions. In the realm of politics it has to be admitted that this line of procedure is just about as unusual as it is courageous. The time is coming when the Alberta Government will fulfil its obligations to democracy by submitting an account of its stewardship to the people. Whatever government is elected at that time, and on whatever issues the candidates are returned, in the field of education there can be but one mandate given by the electors to their representatives: Hands off our new educational system. The issues here are so clear, and the arguments so one-sided, that any other decision would call seriously in question our fitness for democracy.

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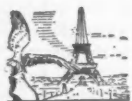
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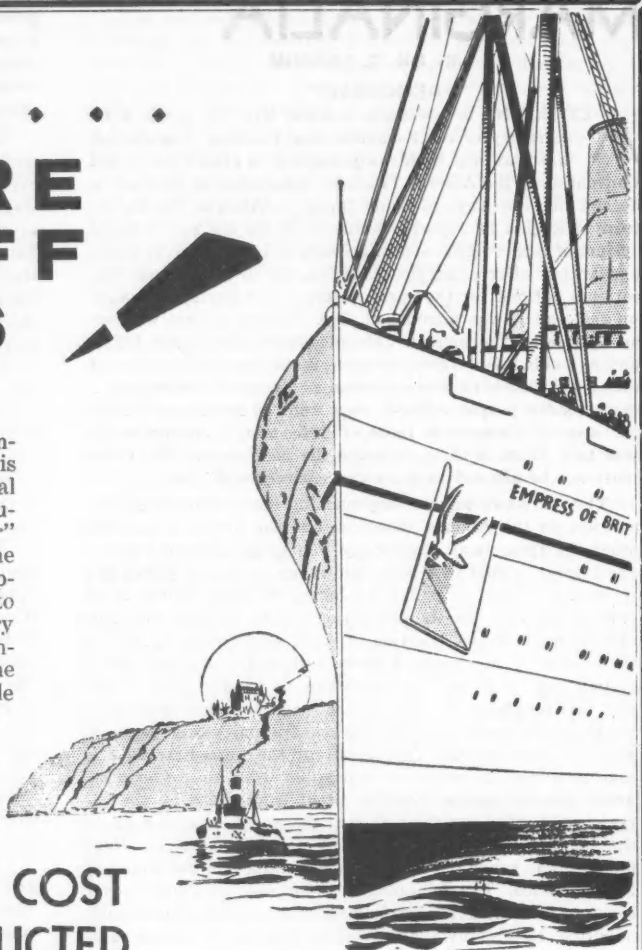
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OFFICIAL BULLETIN

No. 30

Alberta Federation of Home and School Associations

A Home and School Association is an educational organization through which parents and teachers co-operate in the study of important educational problems, both theoretic and practical.

For information, write to Mrs. A. M. Curtis, 514 Sunderland Avenue, Calgary.

Do Not Send for Samples

Teachers are asked to delete from their copies of the Programme of Studies for the Intermediate School, the paragraph at the bottom of page 99.

The Department of Education has been advised by the Director of Commercial Intelligence, Department of Trade and Commerce, Ottawa, that it is no longer possible to furnish schools with booklets and samples showing products in different stages of manufacture. Literature and samples may still be available directly from certain manufacturers, but the teacher—not the pupils—should communicate directly with the manufacturers that are known to have samples for distribution. Commercial Intelligence Service can no longer accept the responsibility for such communications. The explanation for this ruling can be found in the following request received recently by the Commercial Intelligence Service:

"Dear Sirs:

"Kindly send me your free booklets showing various products in different stages of manufacture. Also send me a worn-out electric light-bulb, old and new fuse, iron filings, seeds of oats, wheat, etc., fine and coarse sand, wooden spools, beef bladder, crochet sleeve for thermometer in making hygrometer, dried prunes for osmosis.

"Thank you."

Surely teachers can prevent this sort of thing, which is obviously a very bad advertisement for rural education in Alberta.

Re High School Mathematics and Science

Teachers are asked to note the following regulations with respect to these subjects:

1. Students who obtained "C" standing on the Grade IX Examination of 1938 will not be permitted to elect Algebra 1, Geometry 1, Physics 1 or Chemistry 1 in September, 1939, unless they have obtained "B" standing during the year 1938-39 in the corresponding prerequisite subjects, General Mathematics 1 and General Science 1, Biology 1 or Geology 1.
2. After September, 1939, no student will be granted credits in both General Mathematics 1 and Algebra 1 or Geometry 1, whether the instruction in the General Elective is prior to the instruction in the Academic Elective, subsequent to it, or concurrent with it. The same regulation will apply to General Science 1 and Physics 1 or Chemistry 1; and to General Mathematics 2 or General Science 2 and third-year Academic Electives in Mathematics or Science.
3. Students will not be permitted to elect both Algebra 1 and Geometry 1 in the same year, nor both Physics 1 and Chemistry 1.

Radio Licenses for Schools

Teachers, superintendents and school board officials are advised that licenses to operate radio receiving sets that

have been installed in schools and are to be used solely for the purposes of school instruction will be issued free of charge by the Controller of Radio at Ottawa.

All requests for licenses under this regulation must be validated by the Department of Education. Requests must come from the school board, accompanied by an official notification that the board has installed a radio in its school for school use. The Department will forward to Ottawa any such request that comes from a school under its jurisdiction.

March Broadcasts for Schools Over the Alberta Educational Network

News Commentary—Watson Thomson, M.A., Department of Extension, University of Alberta; Monday, March 6th at 3.00 p.m., and March 13th, 20th and 27th at the same hour.

Class Singing (Intermediate and High School)—Mr. Glyndwr Jones, F.R.A.M., Calgary, and Mr. Thomas Jenkins, Mus.B., Calgary, Tuesday, March 7th at 3.00 p.m., and March 14th, 21st and 28th at the same hour.

Music Appreciation (Intermediate and High School)—Mr. Glyndwr Jones and Mr. Thomas Jenkins; Wednesday, March 1st at 3.00 p.m., and March 8th, 15th, 22nd and 29th at the same hour.

Elementary School Music—Miss Janet McIlvena, A.T.C.M., L.R.S.M., Supervisor of Music for the Lethbridge Schools; Friday, March 3rd at 3.00 p.m., and March 10th, 17th, 24th and 31st at the same hour.

March Songs for the Elementary School

March 24—

Susie, Little Susie—Progressive Book II.

When He Cometh (Hymn)—Hymn Book.

March 31—

Request Numbers and General Review.

April 7 and 14—

Easter Recess.

April 21—

At Night When I Have Gone to Bed—Progressive Book I or One Book Course.

A Merry Lad the Farmer's Boy—Canadian Song Series, Book II.

(Both songs are the Festival solos for the Lethbridge Festival.)

French Summer School at McGill University

The French Summer School of McGill University offers a French Scholarship for Alberta which is of the value of \$75.00. The French Summer School is under the direction of Professor R. du Roure, Head of the Department of French Language and Literature at McGill University. Teachers who are interested in this scholarship should apply to the Department of Education.



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YESTERDAY, AS TODAY—

Never since the inception of the A.T.A. in 1917 has there been any "let-up" in effort, pressing towards the goal: "Teaching a Real Profession". It was accepted then as now that one criterion of a learned profession is a faculty of education in the university, contacting and directing those training for entry to that profession, as is the case with medicine, law, engineering, etc. The following excerpt from an editorial in our December, 1928 issue while expressing satisfaction at the progressive step forward, the establishment of a School of Education, at the same time it savors of mild regrets at the departure from the original plan to go "right through" to a functioning Faculty of Education, such regrets however being tempered with anticipation of further progress towards the goal. —(Ed.)

WE ARE pleased to announce that, after several years of discussion and anticipation, a School of Education, within the Faculty of Arts and Sciences, has been definitely authorized by the University Senate. Beginning with the session of 1929-30, professional training of teachers holding academic degrees will be taken at the University instead of, as at present, at a Provincial Normal School. With a view to assuring complete co-operation and harmony of view and object between the Department of Education and the University, a joint or liaison committee is being established, composed of representatives of these two authorities.

THE School of Education will supply, without doubt, a long-felt want in that students intending to enter upon teaching as a career will be able to work towards the bachelor's degree under the supervision of the School of Education; for, from and after the first year, a student will be able to enter University, and embark upon and follow an outlined plan systematically and consistently preparatory in scope and subject matter for professional work in the schools of the Province.

THE course, as finally planned for a B.A., together with a Teacher's Diploma, will be a five-year course—five years after Junior Matriculation. It was originally intended to spread the purely professional training of undergraduates of the School of Education over the last two years of the course, but, owing to unforeseen difficulties, it has been deemed advisable to concentrate during the fifth, the final year only, upon practice teaching and directly correlated studies: that is to say, the three years following senior matriculation will be devoted to the attainment of the bachelor's degree, and on the completion of the last year's professional training work the student will receive in addition a teacher's diploma.

THE courses are so arranged that, while carrying on professional training, a student may fulfill part of the requirements for the Master of Arts degree, the balance to be covered later, possibly by summer school course; also students holding academic certificates may qualify for the Master's Degree by taking certain of these courses.

Editorial, *The A.T.A. Magazine*, December, 1928.

PEN PALS—

Many new pen pals from—France, Haiti, Algiers, Brazil, British Guiana, Aberdeen (Scotland), Bengore (Ireland), Trinidad, New Zealand, Norway, Denmark, Philippine Islands, Thursday Island, Griguland, Gold Coast, Cape Province, all states in Australia, and many states in the United States, Linavady (Ireland), and Moa Island.

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Saturday, March 11th, will be devoted to the Overture to the *Midsommer Night's Dream* by Mendelssohn. This overture was written for a performance of Shakespeare's comedy, which was given by the Mendelssohn family, when the composer was only seventeen years of age. It opens with four prolonged chords from the wood wind choir which represent the boundary between the real and the ideal. Then follows the daintiest of fairy music given through the strings. As the movement proceeds, several picturesque features appear: the tripping of the fairies; the dignified theme of the Duke and his retinue; and the more romantic theme of the lovers. The clownish second part contains the Bergomask dance of the tradesmen, the comical braying of the donkeys (in allusion to Nick Bottom), and the play of the elves.

Saturday, March 18th, the Adante movement from Haydn's (High-dn) Symphony in G Major generally known as the "Surprise" symphony will be played. This is known as the "Surprise" symphony because of the sudden "fortissimo" crash at the end of the second movement. Haydn wrote this work in 1791, while he was Director of Music at the Court of Prince Esterhazy. The Prince one day complained that his music was all dull and of the same color, and Haydn determined to play a joke on him. When this symphony was being played, the dreamy, beautiful music of the "Adante", which served as the second movement, had quite put the Court to sleep, when suddenly the full orchestra in a loud chord aroused them to the fact that genial "Papa" Haydn had played a joke on them. Henceforth this symphony was known as "The Surprise Symphony".

Saturday, March 25th, you will hear the "Toy Symphony"—another work by Haydn which has a fascinating background and is very interesting to listen to. This selection was written in 1788 at Esterhazy. Haydn wrote much music for the Marionette Theatre, which probably gave the fun-loving composer the idea of writing his "Toy Symphony". One day he bought a number of toy instruments at a street fair. Later he summoned his orchestra and shocked them by distributing whistles, rattles, toy trumpet, whip-poor-will and nightingale whistles, and toy castanets among them. Violins and double-bass were the only serious instruments called upon. This symphony has only three movements, namely, the "Adante", "Minuette", and the "Finale" which is a rollicking Allegro movement. As this last movement is repeated it becomes faster and faster, amidst the din of all the toy instruments.

Saturday, April 1st, two selections illustrating different types of serenades will be explained and played. The selection illustrating the evening serenade will be "Who is Sylvia" by Schubert (Shoo-bairt). Schubert set to music several songs from Shakespeare's works. This poem is from "Two Gentlemen of Verona" and occurs as a serenade to Sylvia. In the play, the sonnet has been written by Thurio, one of the lovers, and is sung by him in the hope of winning the favor of the adored Sylvia. The second selection will illustrate the morning serenade. "Hark, Hark the Lark" is a setting of the morning song from Shakespeare's "Cymbeline". It is said that Schubert, on wandering into a cafe, found there a volume of Shakespeare and was so impressed with the words of this poem that he wrote this beautiful setting on the back of a menu card on the spot. It was written in 1826 and stands today as a model of song writing. The lover stands beneath his lady's window at dawn and calls to her in his love serenade, to awake and behold the beauties of the sunrise. The melody is bright and graceful, the rhythm spirited and gay, the poem charming. One senses all the freshness of a morning in spring.

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Facing Both Ways in a French II Class

By MISS MARY A. CLARK, M.A., Calgary

TEACHERS now receive so many startling demands upon their limited human powers that they are fairly well conditioned against shock. Nevertheless our nervous systems might still record a few irregular impulses if we were asked to be two-faced. Yet, bad as it sounds, some such strange evolutionary development is imperative for a teacher of the new French course, for the vitalizing force of the actual use of a foreign tongue is transforming our erstwhile patient, intellectual group into the most restless part of the class. How can we gallop ahead with the upper ten and keep facing downhill to guide those who are now more confused than ever?

The real motivation is the thrill of using the language. The XI's are ready to try their wings and must be given new opportunities to do so. A suggestion was made by Mr. Jones at our convention which has proved itself invaluable: Let the good students take the class. And it works, if the foundation has been well laid in advance; that is, if all grammar explanations have been given in French, and if the students have repeated these sentences while reciting their drill exercises. For instance, they should explain thus an exercise on the agreement of past participles: Le participe passé doit être au féminin pour s'accorder avec "la dictée" qui est l'objet direct et qui est devant le verbe. Certain exercises lend themselves better than others to this student-teacher method. The questionnaire is easiest, but, as he gains confidence, a student will enjoy correcting grammar sentences at the board. He will proceed in some such way as: A qui est cette phrase-ci? Ah, c'est à vous Jean! Eh bien, voulez-vous la lire? Bon! Mais votre pronom possessif ne s'accorde pas avec le nom qu'il remplace. Il remplace "la coutume" n'est-ce pas?

The moment an error is overlooked in any sentence, other clever pupils take over la parole, and interest is high whenever some one suggests an alternative translation, or objects to a mistaken idea of a correction needed. True, the student-teacher proceeds slowly, but the increased alertness of the class fully makes up for this. The whole thing takes careful handling, of course, and succeeds much better in some classes than others. The good students must be thrown on their own initiative; the poor ones must be lifted and carried!

Another two-way method was first presented by Miss Barclay at a meeting of our association where we practise the virtue of sharing. When long tests are returned, students who have received grades of H or A sit in a group by themselves to help each other with their corrections. Each taking his own time, they hand in a neat copy of the corrections of all sentences containing errors, and then proceed to a table on which is kept a pile of easy-reading texts. They have been instructed to read intensively and to record their progress on their card, which is also on the table in a card-index box. Some students want to take their books home to finish. The rest of the class, in the meantime, is discussing the text in full detail, and feels much freer to confess difficulties. Obviously some follow-up is needed to

keep the free-reading in an important place in the year's work. Tests on sight-reading would help to give it validity, and some free-reading could be required of all those receiving a standing of H, A, or B.

The ideal method for the regular reading lesson is the "lecture expliquée". The passage is read by a good student or by the teacher, and then followed by questions on the content and on any points of grammar which need special notice. For variation the class may read a section silently and be given a lively "true or false" quizz. On the last part of page 33, answer "C'est vrai" or "C'est faux" to the following statements: 1. Quand les garçons avaient planté trente sapins, ils étaient bien contents de leur travail. 2. Ils n'avaient point chaud, et leur conversation est devenue de plus en plus animée. 3. Le pauvre Herbillon mourait de soif, et il n'y avait rien à boire, etc. If they answer "C'est faux", the correct statement may be also sought. Another time they may read silently with a set of questions in mind. Sometimes they might review a page to pick up usable expressions such as "Are you enjoying this, Herbie?" Some students are bewildered by these methods. In a poor class modifications have to be made, and for their sakes it may even be advisable to assign short passages for which translation is to be written out at home. Some sense of achievement must be felt by all students, coûte que coûte.

The teaching of French now has wide possibilities for the well-trained teacher. Our success will be in direct proportion to our individual fluency in speaking, and to our willingness to help one another with methods.

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Edited by W. D. McDougall, B.A., Normal Practice School, Edmonton

UNDER the significant title, "Youth Serves the Community", Dr. Paul R. Hanna makes a most important contribution to the literature of the Progressive Education Association, whose representatives we are to hear during the Easter Convention.

Dr. Hanna elaborates on the theme that the real need of our schools today is to recognize the interplay between the individual and the community. While much lip service has been rendered to this ideal in the past, no really serious attempt has been made to realize its implications. Few leaders have tried to harness the dynamic creative enthusiasm of youth in community improvement as an instrument for the education of youth. Dr. Hanna describes in much detail how some progressive schools have enriched their communities socially, and have broadened the educational horizon of their students far beyond the confining walls of the classroom.

A quick review of the topics dealt with in separate chapters indicates how all embracing such community activities may be: Public Safety, Civic Beauty, Community Health, Civic Arts, Local History, Conservation, and several others.

The final chapter, "The Challenge to Educational Leadership" is challenging and provocative. The school programme must shift its emphasis from its academic outlook to an emphasis on the solution of problems facing children and youth here and now. The curriculum must be given vitality and meaning by being related directly and definitely to the life of youth in the home and community. Only by effecting such a re-direction of the energies of its clientele can the school hope to direct youth's interests to furthering the general welfare. And only as it learns how to root education in the deep rich soil of the local culture, will the school begin to assume its proper place in the shaping of the future of Canada.

That there are definite hazards for the school inherent in any attempt to embark on any endeavor which projects the pupil beyond the classroom must be readily admitted. Without the control of basic goals and techniques, the effort to organize pupils in socially useful activities may be ineffective

and colorless, may even boomerang with disastrous consequences. Dr. Hanna distinguishes these basic principles somewhat as follows:

- (a) The pupils must be aware that there is a very real problem to be solved; that the solution of the problem is going to be worth all the energy, effort and time they shall be called upon to expend.
- (b) Once the problem emerges clearly, it must be examined and defined.
- (c) Then various hypotheses must be examined and rejected until a reasonable and acceptable one has been evolved.
- (d) With an hypothesis as a ground plan, a detailed plan of operation, with reflective criticism of each step, must be worked out.
- (e) Each constituent element of the detailed plan must be re-examined to determine the best available means for carrying it to completion.
- (f) And, finally, when the task has been completed the results must be measured in terms of the values anticipated at the beginning, and the procedure used in carrying on the activity examined for object lessons to be recalled when planning succeeding projects. The whole undertaking must be judged in terms of its effect on those who shared in it. Every worthwhile enterprise should help to enrich the personalities of its participants.

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of them from Pole to Pole, embracing the conditions and the materials from which we may create a far more ideal environment for better living! On the one hand, the great energy of youth requiring only a dynamic purpose to make that force the most constructive factor in social progress. On the other hand, cultures rich in potentialities, needing a great constructive force in order to realize the abundant human life which they are capable of providing. To co-ordinate these two mighty resources—to harness the energy of youth to the task of progressively improving conditions of community life—that is the supreme challenge to educational and social statesmanship.”—(“Youth Serves the Community,” Page 21)

In the enterprise which follows, Mrs. Edwards explains how, in a rural school, she is harnessing “the energy of youth

to the task of progressively improving the community”. If every village and town in Alberta were to become inspired with the spirit exhibited in many of our remoter rural schools, the number of local libraries could be multiplied a hundred-fold within a year. There is no local project which would be more popular with pupils and with adults, nor one which would give more lasting enjoyment and benefit to old and young. What starts in a small way may be popularized sufficiently to encourage the municipal authorities to apply for incorporation under the Libraries Act of the Province, and then the school can devote its energies to some new and equally intriguing enterprise. We shall be glad to hear from teachers who are undertaking community projects of any kind; the example they set may prove contagious.

We Improve and Beautify Our School Grounds

BY MRS. L. R. EDWARDS, Elk Point

THIS is a school enterprise. As written it is elaborated specifically for Division II, but there is ample scope for absorbing the energy and initiative of Division I and Division III. The Community is the final unit of study in Division III, and this enterprise should eventuate in the school leading the community into a well-planned, progressive activity centered about the school. The more the school participates actively in community life, the more will pupils and adults begin to cope alertly, aggressively, and intelligently with community social problems. “The School Beautiful” may become a stimulating centre of interest.

DESIRED OUTCOMES.

1. An understanding and appreciation of beauty and utility in gardens.
2. A fostering of co-operation with, and tolerance of the opinions and wishes of one's neighbors.
3. Creation of an appreciation of the services rendered to the school by the community.
4. Stimulation of interest in gardening as a leisure-time occupation (a hobby).
5. Development of originality and initiative, of discrimination and judgment, of ability to think and speak clearly.

SKILLS.

1. **Language** training will be received through reporting, letter writing, debating, discussing, and dramatizing.
2. **Reading** will include research to find material, to select the useful and discard the irrelevant.
3. **Arithmetic** will be involved in scale drawings of the grounds, in estimation of costs, in bills and accounts, in measuring.
4. **Music** will be represented in songs of nature, the birds, the trees, the flowers, and in the Maypole Dance.
5. **Art** demands that the plan of the grounds must be in harmony with the environment, with proper appreciation of color harmonies and relative areas. Pictures must be studied; color harmonies for flower beds and borders must be determined; various color arrangements must be worked out and compared.

6. **Handwork** will be featured in bird houses, a trellis for vines, in a flag pole, and in walks and flower beds.

KNOWLEDGES.

1. **Geography:** England and Holland, the lands of beautiful gardens. Eton and Harrow as schools with a glorious tradition associated with their playing fields. Canada and the United States share the Peace Garden.
2. **History:** The May Day Festival of Feudal Times.
3. **Health:** Sunshine and fresh air needed for all growing things. Herbs and drugs for the treatment of disease. First Aid for cuts and wounds.
4. **Science:** The school water supply. Seed selection and germination. Plant food and fertilizers. Plant feeding and osmosis. Transplanting of trees. Work of Saunders, Burbank and others.

MOTIVATION.

1. Pictures of public gardens and school gardens, simple as well as elaborate.
2. Spring seed catalogues are always inspiring.
3. “Trees” centres thinking about Arbor Day and the school garden.

PROSPECT—(Five Problems).

Problem I. Planning of the entire grounds—driveways, windbreaks, flower beds, walks, playing areas.

Problem II. Organizing work to be done in the garden.

Problem III. Building bird houses, a trellis, a watering trough.

Problem IV. Developing a sport and festival programme.

DETAILS OF PROBLEM I.

(a) Discussions.

How may we improve our school grounds? Do we need driveways and walks? Where shall we put the playing fields? Shall we move the gate? Is our well properly located and protected against contamination? Do we need a watering trough? Do we know how to mix cement?

(b) Lessons.

1. How to write a business letter for pamphlets on gardens, for seed catalogues, for booklet on cement.
2. How to address and stamp an envelope.

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3. How to draw a plan to scale. Mensuration tables—linear and area.
4. How to keep a gardener's diary.
5. How to write a good report.
6. Reading practice.

(c) **Activities.**

1. Consult books and magazines for poems, stories, articles on gardens, and games.
2. Measure grounds, flower beds, etc.
3. Prepare plans for watering trough, natural willow seat, trellis, etc.
4. Write for pamphlets on gardening to Department of Extension, University of Alberta.
5. Borrow gardening magazines from parents.
6. Talk about plans at home to stimulate interest.
7. Make a large chart to show progressive stages of development of plans over a three-year period.

DETAILS OF PROBLEM II.

(a) **Discussions.**

How many flower beds shall we make? What shape shall they be and where shall they be placed? What opinions have we to express about the plans in Problem I? What vines and perennials shall we plant? Can we provide some from the gardens at home? Shall we plant any vegetables and grain? Can all seeds and plants be planted at the same time? Do we need to make a seeding time-table?

(b) **Lessons.**

1. How to order seeds and plants from a catalogue.
2. How to remit money through the mail.
3. How to write an interesting letter to a friend who may be able to contribute some shrubs, perennials, bulbs or seeds.
4. How to plan a work time-table, so that all will have a chance to use the available tools.
5. How to keep a record of progress.
6. Reading about Saunders, Burbank and others.

(c) **Activities.**

1. Collecting information and clippings from seed catalogues.
2. Make out orders.
3. Writing letters and reports.
4. Working in garden in groups.

5. Designing flower beds and suggesting proper flowers to plant for continuous bloom.
6. Experimenting to determine germinating qualities of seeds.
7. Making gardening booklets.
8. Reporting on radio talks on gardening.

DETAILS OF PROBLEM III.

(a) **Discussions.**

What shall we plan to do on Arbor Day? What shade trees shall we plant and where shall we plant them? Is there a neighbor who has been unusually successful in planting trees? Shall we solicit his co-operation? What will attract birds? Should crows and magpies be destroyed? Who will build a bird house?

(b) **Lessons.**

1. How to make a scale drawing of a bird house.
2. How to design a bird house for particular varieties of birds.
3. How to draw trees and tree landscapes.
4. Literature—"Birds of Killingworth".
5. How to transplant a tree.
6. How to write a letter of thanks.

(c) **Activities.**

1. Writing of letters to Department of Extension, University of Alberta, to Dominion Government Experimental Farms at Indian Head and Lacombe for information regarding trees and shrubbery.
2. Making bird houses.
3. Working in garden to prepare soil for seeds and plants.
4. Collecting pictures of trees for booklets.
5. Writing poems and stories about trees.
6. Memorizing of "Trees", "God's Garden", for choral speech.
7. Developing proper lettering for an Arbor Day poster.

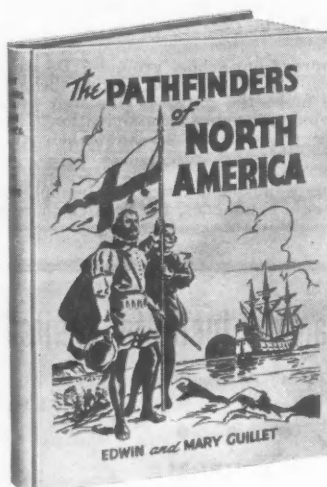
DETAILS OF PROBLEM IV.

(a) **Discussions.**

Where should playing field be placed? What equipment should we have so all may have a chance to play? What work must be done to make a softball diamond level and smooth? What can we do this spring, and what must we leave to be done later? What benefits do we derive from taking part in sports? Shall we have a May Day poem?

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gramme and invite a neighboring school to visit us for a picnic and game of ball? Shall we also invite our parents and our friends to show them what we have done, and what we plan to do, so that their help may be obtained? What songs, dances, and games shall we have on our programme?

(b) **Lessons.**

1. How to lay out a ball diamond.
2. How to dance the Maypole Dance.
3. Teaching of "Come Lassies and Lads".
4. How to write an invitation.
5. How to prepare a report on games.
6. How vegetables affect health.
7. Literature, "Vitai Lampedi".

(c) **Activities.**

1. Getting information on how to lay out a ball diamond.
2. Measuring diamond and preparing home plate and bases.
3. Working in garden and experimenting with seeds and plants.
4. Finishing bird houses.
5. Writing invitation to neighboring school.
6. Reading sports page in newspaper to learn how to prepare a report of a ball game.
7. Studying soft ball rules and practicing as an umpire.

DETAILS OF PROBLEM V.

(a) **Discussions.**

What shall we do on May Day? Are all the details of our programme complete? Shall we make a programme for each visitor? Shall we appoint committees to take charge of the visitors' horses, to introduce those who may be strangers, to explain work being done?

(b) **Lessons.**

1. Courtesy to visitors; good sportsmanship during inter-school games.
2. Learning suitable songs.
3. How to design a programme.
4. Learning the drills and dances.
5. First Aid for sprains and fractures which may occur during a sports' meet.
6. Story of May Day.

(c) **Activities.**

1. Preparing reports and programmes.
2. Working in garden.

3. Finishing booklets and bird houses.
4. Working on ball diamond.
5. Making costumes.
6. Practicing songs and dances.
7. Learning rules of games.
8. Making original verses for booklets and for programme.
9. Preparing reports on experiments with seeds and plants.

CULMINATION—A May Day Festival.

- (a) Different children meet visitors to see that they are shown around and comfortably seated.
- (b) Brief indoor or outdoor musical programme.
- (c) Address by pupil on school improvement project which has been initiated. Plans are explained and co-operation of community is solicited.
- (d) Parents inspect booklets, bird houses, plans, and display of art.
- (e) Soft ball games with neighboring schools.
- (f) Probably a basket lunch.

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EVALUATION.

1. Test for improvement in arithmetic, language, writing and spelling.
2. Quality of art.
3. Harmonious co-operation of pupils with each other and with teacher.
4. Have pupils developed a love of the beautiful in nature, especially in their immediate surroundings?
5. Have they developed attitudes of tolerance, kindness and thoughtfulness?

CLEARING UP THE ENTERPRISE.

1. Returning, with notes of thanks, books or other materials loaned.
2. Notes of thanks for help rendered.
3. Letter to neighboring school thanking team, and planning for another game soon.
4. Work in garden could be continued in a fall enterprise, "We gather in the harvest or we get ready for winter."

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LOCAL NEWS and Local Meetings

BERWYN

The February meeting of the Berwyn Sub-local was held on February 4th in the Berwyn High School. Despite the low temperatures a large number of members were present and a successful meeting was held. The guest speaker Rev. E. W. Shaw gave a very inspiring address centering around the topic, "Let Us Challenge the World", which was thoroughly appreciated by all present. Refreshments were served after the meeting by the Berwyn teachers.

BYEMOOR-ENDIANG

On November 26th this local held its regular meeting in the Endiang School. Arrangements were made to hold a "Coodle" party and dance in Endiang on December 2nd. The funds were to help pay for the gramophone records that were purchased. Following the meeting, lunch was served at the home of Mrs. Donald Stevens.

On December 10th the regular meeting was held in the Byemoor Senior Room. Discussion took place regarding the distribution of the gramophone records. A schedule was drawn up and each teacher is to have a set of records for a period of two weeks at intervals of six weeks. Another musical and dramatic festival will be held sometime in the spring. As more information was needed about the festival in regard to selections, the secretary was instructed to write to Cantor and secure what

information he could. As more funds are needed for the library and festival it was decided to hold entertainments sometime in the New Year. After the meeting lunch was served at the home of Mrs. M. D. Keith.

On January 14th the regular meeting of this local was held in the Endiang School. Arrangements were made to hold a Novelty Dance in Byemoor on February 10 and a Variety Programme in Endiang on February 24th. Each teacher to be responsible for one number on the programme. The number may be selected from the Christmas Concert or it may be local talent. The next meeting will be held in Byemoor on February 18th. After the meeting lunch was served at the home of Mrs. Donald Stevens.

BOYLE

The January meeting of the Boyle Sub-local was held at the home of Mrs. J. MacLean. Important business was discussed regarding the salary schedule. A delightful lunch was served by Mrs. MacLean.

The regular meeting of the Boyle Sub-local was held on February 11th at the Warren School. Several matters of importance were discussed. The attendance was small owing to cold weather, although one member trekked sixteen miles on foot. Lunch was served after the meeting. It is urged that the teachers of this Sub-local attend the meetings.

CAYLEY

The Cayley Sub-local met on January 21. The report from the executive meeting was given. The salary schedule for the Foothills Division was read and discussed at length. A talk on "Current Events in the School" was given by Miss Schnelle. It was agreed that Mr. Doney would give a paper on Enterprise Technique at the next meeting. All teachers in the Sub-local are urged to attend the meetings which are held on the second Saturday of each month at 2 o'clock.

CLARESHOLM

Saturday, February 11th, brought to a close Education Week in the Province. With Mr. A. V. Coleman as convener for the Clareisholm arrangements, a very comprehensive and successful programme was carried out. This included several interesting talks on education subjects given during the early part of the week. Sunday morning Mr. Coleman addressed the United Church congregation, briefly outlining the progress of education from the time of the Puritans to the present day. Monday night Miss Marguerite Coutts gave a short explanation of the Larger Unit to the assembled members of the Clareisholm Reading Club. At the Men's Club the following evening Mr. C. Johnson gave a brief discussion on current problems in education. On Saturday afternoon the teachers, at their regular meeting, were privileged to hear representatives of the I.O.D.E., the Men's Club, and the local churches. Rev. E. J. Hood, as first guest speaker, discussed the vital question, "What We Demand of Education", for the pupil in both the school and church. Father Morrow, in an enlightening talk on various aspects of Education, i.e., the physical, mental and moral, pointed out the great

need of training in self-discipline and respect for authority. Following this talk, Rev. A. T. Dalby gave some very interesting impressions regarding the older and newer systems of education. While recommending a system which attempted to develop individuality, it was also suggested that unsupervised influences were a source of grave danger to the young. We were given a comprehensive outline of both the work and organization of the Canadian Youth Training by Mrs. Harper, who showed clearly that the aim of this organization was to teach the young to become better citizens in their own communities. Mr. King, giving his listeners the layman's viewpoint of education felt that we should make every effort for greater stability in our teaching profession, and not use it as a stepping stone to something better. Bringing a very interesting and worthwhile group of talks to a close, Rev. S. W. Dalgleisch endeavored to bring about a closer sympathy between education and religion. He stated that he felt that the time had come when some practical steps in this direction might be attempted with very satisfactory results.

Mr. H. Coutts, president of the town local, gave an adequate expression of thanks on behalf of the assembled teachers. He felt that education must develop a successful philosophy; that it must know where it was going and why. The business of the meeting was quickly settled, and a lively discussion arising from subjects presented during the afternoon was greatly enjoyed during the social hour which followed.

COALDALE

The monthly meeting of the Coaldale Sub-local was held on Tuesday, February 7. Due to cold weather the attendance was not very good. Following the meeting some films were shown by members of the Coaldale teaching staff. These included scenes from Northern Scotland and from Russia. They were very much enjoyed by all present. A very tasty lunch was then enjoyed at the teacherage.

CORONATION

The January meeting of the Coronation Sub-local was held at the home of Mr. and Mrs. P. E. Page on January 7 at 3 p.m. with seven members present. The Roll Call was answered with helpful suggestions for the classroom. Discussion of the Larger Unit and salary schedules comprised most of the meeting. Delicious refreshments were served by the hostesses.

The February meeting of this Sub-local was held at the home of Miss R. M. Reede on February 14 at 3 p.m. Discussions on a proposed Field Day and Musical Festival were held after which lunch was served.

The March meeting is to be held at the home of Miss R. Mayhew and the April meeting at the home of Mr. M. R. Butterfield, the first Saturday of the month. All teachers of this Local are invited to come and join in the discussions.

DUFFIELD

The teachers of the Duffield Sub-local of the Stony Plain School Division held their regular monthly meeting at the home of Miss Fisher. Several matters were left, due to absence of members interested, until the February meeting. The "talk" by Mr. A. Bryant was postponed until a convenient date could be arranged by him. Miss Fisher was appointed as councillor for the Sub-local. The Festival was discussed in some detail.

EAST SMOKY

A meeting of the East Smoky Sub-local was held in De Bolt on January 14. Officers for the new executive were elected as follows: President, Mr. A. G. Nicholson; Vice-President, Miss Gudlaugson; Secretary-Treasurer, Miss B. Woods; DeBolt; Assistant Secretary, Miss V. Sheets; Press Correspondent, Miss A. Dalen, Crooked Creek.

EVANSBURG-WILDWOOD

The regular meeting of the Evansburg-Wildwood Local was held at the Evansburg school on January 14. Part of the time was spent in discussion of last year's venture into the field of educational films. The Rev. Mr. Barnecut made a lengthy report. A continuation of effort is desired by the group. Upon being approached our two local clergymen kindly consented to give addresses upon educational matters during Educational Week. The Rev. Father Sullivan at the Local Credit Union has already delivered an address on educational matters, which was very enthusiastically received. The next meeting is to be held at the Wildwood school on March 11th.

FAIRVIEW

The Fairview Sub-local held its regular monthly meeting on February 4th in the Fairview High School. The weather was severe and road conditions such that it was difficult for

rural teachers to attend. The material received from the A.T.A., Edmonton, regarding Educational Week was distributed to the teachers present and was found to be both interesting and valuable. After concluding the regular business, the meeting adjourned.

FORTY MILE

A meeting of the Forty Mile Sub-local of the Foremost local was held at the Bow Island Consolidated School on February 4th for the purpose of electing a new slate of officers as well as holding a Teachers' Institute. During the afternoon twenty-two teachers were favored with three exceptionally interesting educational talks. Miss Edna Krokum of Winnifred, spoke on "Sewing". Mr. Eugene Cook, Winnifred, discussed "Vocational Guidance", and Mr. Lawrence Lynn, Ballman, illustrated a talk on "Side-lines in Science" with numerous articles of pupil-made apparatus. Officers elected were: President, Mr. Eugene Cook; Vice-President, R. G. Thomas; Secretary-Treasurer, Miss H. C. Flynn; Press Correspondent, Miss I. Liddle; Councillors, Mr. F. Ansley and Mr. L. K. Lynn; Member of Bargaining Committee, Mr. Reed. The Executive was voted to act as the Programme Committee. A hearty vote of thanks was tendered to the Bow Island lady teachers who supplied a fine lunch at the close of the meeting.

FULTONVALE

A meeting of the Fultonvale Sub-local was held at the home of Mr. and Mrs. Evoy on February 3. After the business meeting, Mr. J. J. Le Blanc gave an interesting talk on Social Studies and Remedial English. The meeting then adjourned and a delicious lunch was served by Mrs. Evoy.

GRANDE PRAIRIE

The regular meeting of the Grande Prairie Sub-local was held February 6. After the roll call the meeting was addressed by Mr. Walker and Mr. Scarth on School Fair Work. Mr. Walker reported that the Grande Prairie School Fair is the second largest in Alberta. This year four more schools have been added to the centre: Five Mile, Millerston, Twilight and Pearcey. Those planning to enter should begin work at once. The exhibits should be the work of the child, the teacher and parent giving direction only. If more than direction is given to the child it discourages others who have exhibited only their own work. This has been the reason why some schools have withdrawn from the School Fair circuit. The School Fair committee requests teachers to bring in non-perishable exhibits at the end of the school term. Mr. Scarth drew the attention to some changes in the regulations. The Agricultural section was closed to all pupils below Grade IV. Seeds are now distributed only to children in Grade IV and up. Teachers should try to arouse as much interest in livestock as possible. In many cases the judges had found it difficult to make awards. Mr. Melsness presented the results of the Number Work tests which had been distributed in this area and then made a comparison with the Edmonton Schools. Our Councillor, Miss Dobson then gave her report of the meeting of the Central Executive. A committee was nominated to make arrangements for Educational Week.

GRANUM

The second meeting of this newly formed Sub-local was held in the Granum School on January 14th. It was decided that regular meetings would be held the second Saturday of each month. A committee will have charge of the program for each meeting and make arrangements for outside speakers to address the group occasionally. Following the business meeting lunch was served.

HAND HILLS

During the latter part of January an organization meeting of the Hand Hills Sub-local was held. The meeting elected the following slate of officers: President, Miss E. Whittle; Secretary-Treasurer, Miss E. Siewert, Craigmyle, Councillor, Mr. J. Finlay. The Sub-local held its first regular meeting February 18, at the home of Mr. and Mrs. D. Siewert. The business part of the meeting was followed by a well-prepared and instructive talk by Mr. Finlay on the "Superannuation Commission of Saskatchewan". This was followed by a beneficial discussion on Primary Reading Methods. The next meeting of the organization will be held on March 17.

HANNA

The February meeting of the Hanna Sub-local was held in the National Hotel dining room where a delicious luncheon was enjoyed. Mr. J. C. Jonason gave a few words on Educational Week. The programme consisted of two vocal duets by school children, a piano selection by Mr. J. Carwell and an address by Mr. W. O. Turner on the B.N.A. Act, which was interesting and highly educational. The

programme committee for the next meeting consists of Mr. F. Cochrane, Miss V. Manhard, and Mrs. F. Cook.

HIGH RIVER

The annual meeting of this Sub-local was held in High River on January 28. The minutes of the last meeting were read and adopted. The question of nominations for the Provincial Executive, and resolutions for Easter Convention were left to be dealt with by the next Executive. After discussion, the idea of the Central Office collecting all fees and remitting them to the District Association was approved. Discussion over the proposed salary schedule of the Foothills unit was carried on for an hour. The proposed schedule was approved in principle with the addition of a clause asking for a bonus for Summer School work. The Secretary was asked to find out the qualifications now necessary for a permanent certificate. The idea of the Foothills Unit purchasing necessary equipment now held by teachers was discussed. Voting for new executive resulted as follows: President, Mr. H. McCullough, Aldersdyke; Vice-President, Mr. D. Stirling, Cayley; Secretary-Treasurer, Miss E. Scragg, High River; Press Correspondent, Miss K. Lind, High River; Councillors, Mr. G. Harper, High River and Mr. F. Wilcox, De Winton.

HINES CREEK

The teachers of the Hines Creek Sub-local met in the Hines Creek Hotel on January 21. Our president, Mr. W. P. Rourke, presided. After the regular business, an informal discussion on tests followed. The meeting over, some citizens of Hines Creek joined the members at dinner in the hotel. Any teachers who have not yet come out to our meetings are cordially invited to attend. Your support is needed to make ours a successful organization.

A meeting of the Hines Creek Sub-local was held in the Callaghan High School on February 18. The Grade III-IV Arithmetic demonstration by W. Rourke was well presented. This was followed by an open discussion on Reading. This Sub-local will hold its next meeting on March 18 at 2:30 p.m. in the Hines Creek Hotel. All teachers are urged to attend.

ISLAY

At the first meeting of the Islay Sub-local held in the High School in September the following officers were elected: President, Mr. Max Grant; Vice-President, Mr. Chas. Clement; Secretary-Treasurer, Miss Eleanor Goodwin; Councillor, Mr. M. E. Allen; Corresponding Secretary, Miss W. E. C. Smith.

At the meeting held in the High School on January 14, with the president presiding, ways and means of raising money were discussed. Several suggestions were made. Mr. Allen gave an interesting resume of the salary schedule drawn up for the new division. Discussion then took place regarding this. Several interesting topics have been chosen for future meetings—"Music" by Miss Eleanor Goodwin is one eagerly awaited.

LOUGHEED

The Loughheed Sub-local opened the season with a meeting on January 7th in the Loughheed School. Following a brief resume of the activities of organization during the preceding term, the minutes of the last meeting were subsequently adopted. The President, Miss L. Reid, introduced the matter of holding a Spring Festival in the Loughheed and surrounding area. Mr. Clark, our divisional representative, distributed copies of a proposed Festival Program and a discussion on ways and means of carrying out the Festival was immediately invoked. A consideration of housing facilities, procuring judges, the possible date of the Festival and speculation concerning the number of centres to be included resulted in the officials of local being unanimously elected to the offices of a committee of Ways and Means. Mr. Dave Walmsey was appointed to contact neighboring centres as to the possibility of gaining their support in the project. The necessity of the community as a whole in accepting the Festival as a collective responsibility was voiced by members in general, and a resolve to spread the idea was favored. A few changes in the Programmes of Physical Training and Music were suggested and adopted, for reconsideration by the Programme Committee. A fine lunch was then served and thus the first 1933 meeting concluded.

On February 6 the Loughheed Sub-local held a meeting for the purpose of discussing possible changes in the salary schedule for the fiscal year. Owing to the cold weather the attendance was not large but the discussion on the question was animated and lengthy, and resulted in a motion being adopted by the meeting which embodied a change from the former schedule. Following the meeting the teachers adjourned for lunch which was served this time at the home of Miss Doris Hill.

MACLEOD

On January 28 a meeting of the Executive Council of the Macleod Local was held in Granum at the home of Mr. and Mrs. E. L. Pitt. The officers slated were: Past President, Mr. C. B. Johnson, Claresholm; President, Mr. L. H. Blackburne, Macleod; Vice-President, Mr. V. A. Coleman, Claresholm; Secretary-Treasurer, Mr. A. S. G. Scott, Claresholm; Press Correspondent, Miss Doris L. Petersen, Granum. Salary schedules were discussed and a committee under the leadership of Mr. E. L. Pitt was appointed to draft a schedule to be presented to the Sub-local of this district. The meeting regretted that there were no representatives from Parkland or from Staveland. At the conclusion of the meeting, a delicious lunch was served by the host and hostess.

MANNVILLE-MINBURN

The meeting was held in the Mannville school on January 7. The work of the meeting was a discussion of methods of instruction in reading. The discussion centered around a very interesting explanation by Mr. Hugh Doherty of a type of individualized instruction in reading that he is using in his school. Reading-supervision test materials were distributed and arrangements were made for the exchange of

reference books during the next month. It was decided that the next meeting should be devoted to a discussion of methods in composition teaching.

MARWAYNE-STREAMSTOWN

A meeting of the Marwayne-Streamstown Sub-local was held on February 3 in Streamstown. A report was made on the ballot taken on the salary committee. As a result of this the secretary was asked to apply to the secretary of the Vermilion local for information regarding the results of this ballot taken. After some discussion the salary schedule as drawn up by the local executive was unanimously adopted. Following this, several sets of standardized tests were given out to be distributed further from time to time among the various members of the Sub-local.

MILLET

On February 4 the meeting of the Millet Sub-local was held in the Millet school. Miss B. Auger of Golden Glow S.D. gave an interesting talk on "Remedial English". Programme for the next meeting was discussed. We then adjourned to the home of Mr. and Mrs. Baker where a delicious lunch was served.

MONITOR

A Sub-local has been formed at Monitor. The officers of this local are as follows: President, Mr. M. Bakken; Vice-President, Miss H. Tuomi; Secretary-Treasurer and Press Reporter, Mrs. E. C. Muddle, Councillor, Miss Bishail. It is planned that we hold meetings at Monitor on the last Saturday of every month. We welcome all members of this Sub-local to attend.

OLDS

The teachers of the Olds Sub-local met in the Olds school at 2:30 on January 28. A track meet with Olds as a probable centre was discussed. A committee, consisting of Mr. Bill Holston, Mr. Don Thorson, Mr. John Weir was appointed to compose a questionnaire, in regard to the track meet, which is to be sent to the rural teachers. Misses L. Fulton, B. Sharpe, and L. Kenney led a lively and practical discussion on seatwork in the Primary Grades. A delicious lunch was served at the close of the meeting.

ONOWAY

At the recent meeting held in the Onoway Public School, Mr. Jos. Majakey, B.A., Rochford bridge, was guest speaker. The meeting was well attended by local teachers and Mr. Geo. Tomlinson of the Lac Ste. Anne Board also spoke to the gathering. Mr. T. F. Johnson presided. Mr. Majakey is to be highly praised for his address to the teachers. He was instructive, painstaking and helpful. His help for our coming Musical Festival will be of inestimable value for we can profit by his past experience and get away to a good start. It is certainly a step forward when a teacher will come out and give his best cheerfully for the good of the cause without thought of self. The Women's Institute, Onoway, have kindly decided to help in any way possible at the coming festival. They were represented at the meeting by Mrs. J. Mills, President and Miss Turnbull, Secretary. Lunch was served by Miss Grace Nelson and Mrs. Clague.

PINCHER CREEK SCHOOL DIVISION

The organization meeting of this new Divisional Unit was held in the Pincher Creek Public School on January 28. The officers elected were: President, Miss Nellie McWilliams, Cowley; Vice-President, Miss A. M. Gillespie; Secretary-Treasurer, Mr. E. W. Evans; Press Correspondent, Miss S. M. Blackburn. Following a brief discussion five Sub-locals were established and the following conveners chosen: Miss L. Soulet, North Fork; Mr. H. Smith, Tanner; Miss B. Allred, Spread Eagle; Mr. D. Halton, Utopia. The fee to be collected from members of the Sub-locals was decided upon and also the funds allowed per day for any delegate to be sent to the Eastern Convention which will be held in Edmonton. Mr. H. Smith, Tanner, was elected in this capacity. After some discussion the following were chosen to draw up a salary schedule to present to the Divisional Board: Miss M. Link, Beaver Mines; Mr. E. G. Miller, Pincher Creek; Mr. H. Smith, Cowley; Miss Fugina, Pincher Creek. Disappointment was expressed due to the lack of attendance and it is hoped all members will attend the February meeting.

PONOKA SCHOOL DIVISION

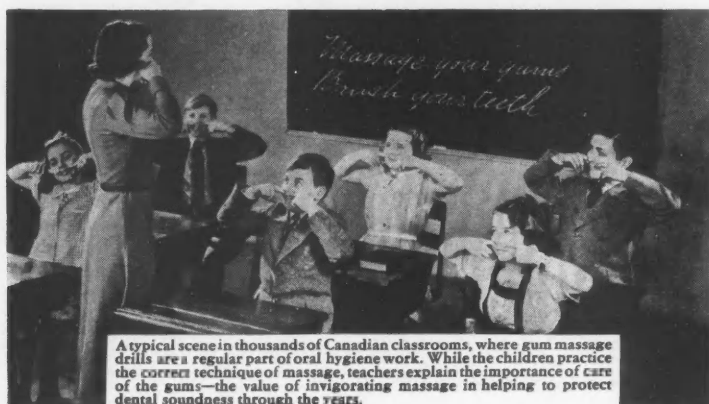
On January 21 at 2:30 p.m. the teachers of the Ponoka Division met at the Ponoka School for the purpose of forming a local. Mr. Edwards of Wetaskiwin took charge of the meeting. The constitution was adopted. It was decided that twenty should constitute a quorum. Fees were set at \$2.00, part of this to be turned over to Sub-locals. The following officers were elected: President, Mr. O. Massing, Rimbey; Vice-President, Mr. Macintosh, Ponoka; Secretary-Treasurer, Miss Tona, Rimbey; Press Correspondent, Miss M. Harman, Ponoka. Mr. Gordon Harman of Edmonton spoke on salary schedules. A salary schedule was adopted and a committee nominated, but as there was not a majority present voting was postponed. Mr. Edwards spoke on the value of a Sub-local and urged the teachers to organize as soon as possible.

PROVOST

The Provost Sub-local held its regular monthly meeting in Hayter High School on February 4. The following officers were elected: President, Miss H. M. Berry; Vice-President, A. A. Thompson; Secretary, Miss R. A. Harvey. A discussion on A.T.A. activities followed. It was decided to hold a Field Day in the spring. In place of the usual Musical Festival, a series of Amateur Programmes was planned, in each of which a few schools were to take part. It was thought that in this way a larger number of participants would be included. The next meeting was to be the Rally at Provost on March 4. The members then adjourned to the home of Mrs. E. E. Baldrige where refreshments were served.

"Every child in our class knows the importance of regular gum massage—to sound, healthy teeth"

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It's easy to see why teachers stress and dentists encourage these classroom drills in gum massage. They know how little healthful exercise modern soft foods give the gums, and how prevalent is the tendency toward lazy, soft and sensitive gums. Robbed of the work and

stimulation they need to remain healthy, gums often signal their distress by that warning tinge of "pink" on your tooth brush.

To help invigorate these lazy gums, says modern dental science, give them the regular stimulation of massage. Many modern teachers follow this precept by holding classroom drills, explaining the simple technique of gum massage. The index finger is placed on the outside of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. The children are told to practice this massage at home to speed up circulation in the gum tissues—to rouse sluggish gums to a new and healthier soundness.

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SCAPA

The Scapa Sub-local held its first meeting of the New Year in Scapa on February 4. A quorum attended, despite the severe weather. With the understanding that it was to be but a temporary expedient until next year, the teachers accepted a salary schedule advanced by the School Board. Due to the inclemency of the weather, no concerted effort was possible for Education Week. However, each teacher was urged to take some action in his own district, while Mr. Holt was delegated to submit an article to the local press. The Summer School Reading Course was discussed but left open until teachers had settled their individual courses for the summer. At the conclusion of business Mr. Lovel Baxter served refreshments and then entertained the teachers for the evening.

SMOKY LAKE

The regular meeting of the Smoky Lake local was held at the Smoky Lake High School on February 11, 1939. Despite a cold storm the attendance of teachers turned out surprisingly well. The salary schedule, of vital importance to the members now, was discussed very thoroughly. Then views and opinions were exchanged about the School Fair. It was decided that instead of the School Fair an athletic meet would be organized. A committee of three was elected for same. Before the meeting was closed, one of the members volunteered to enlighten the group with an educational talk at the next meeting.

ST. MICHAEL

A very interesting meeting of the St. Michael local was held in the home of Mr. and Mrs. Tychkowski. Mr. Shaul, our Vice-President, from the Central Executive was our guest and chief speaker. He spoke in detail about the work of the salary schedule committee. As usual he succeeded in firing us with enthusiastic desire to do our bit for the A.T.A. and the Profession. The teachers were urged to attend the meetings on time. During the winter months the meetings will be held every second Friday of the month at 8 o'clock in the Commercial Hotel, St. Michael. After the business was discussed we had an unusually pleasant evening with Miss E. Melnyk of Beaver Creek School and her sister Mrs. Tychkowski as hostesses.

On December 9 our first meeting was held in the Commercial Hotel of St. Michael. The chief business was the election of new officers. Mr. M. Krywanuk, from Siewiatyn School was elected President while Miss Olga Danchuk from St. Michael was elected Secretary. A very interesting, educational as well as entertaining informal discussion in classroom problems was carried on around the table as Miss Danchuk satisfactorily satisfied everyone's hearty appetite.

STETTLE

The first meeting of 1939 of the Stettler Sub-local was held on February 4 in the National Hotel. Following a very enjoyable dinner, the meeting was called to order by President Fletcher. It was decided that in the future a meeting be held the first Saturday of each month at 7 p.m. in the National Hotel. The next meeting is to be held on March 4, with Doris Lee, Alma Kittlitz, Eleanor Jenniohn and Martin Gish in charge of the programme. All teachers in the Stettler district are urged to attend.

STONY PLAIN SCHOOL DIVISION

A general meeting of the Stony Plain Division was held in the Masonic Temple, Edmonton on February 4th, for the purpose of discussing the new Salary Schedule for the division. A large number of teachers attended. Miss Warr, President of the Local, presided. Several omissions and corrections were made in the clauses of the proposed schedule, after which the members agreed to accept the new schedule as amended. In order to avoid the necessity of calling another general meeting, the Negotiating committee were granted power to act for the teachers of the division.

TABER

On January 18 a meeting of the Taber Rural Teachers' Sub-local was held in the library of the Taber School. Mr. Huntrod was elected councillor to fill the vacancy left by Mr. Toole. Mr. Teskey of the Taber school staff and Mr. Taylor of Barnwell were visitors. Mr. Teskey spoke on pensions and the coming Easter Convention.

TAWATINAW

A meeting of this Sub-local was held in Tawatinaw, at the home of Mr. and Mrs. Arneson on January 28. The salary schedule proposed by the Barrhead-Westlock local for the newly-formed Pembina School Division was discussed and, with a few minor changes, approved. Prospects of providing talking pictures for purposes of instruction in the schools of this area were considered. From now on, meetings of this Sub-local are to be held on the fourth Saturday of each month, at two-thirty in the afternoon.

THORHILD

A meeting of the Thorhild Sub-local was held on February 4, at the Corona Hotel in Thorhild. Business regarding the salary schedule for the Smoky Lake Division was thoroughly discussed. Plans were made to have a meeting early in March, after which the evening will be spent in games, cards, etc. Members of the Sub-local will be informed by mail as to the date of the meeting and are all cordially invited to attend.

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TOMAHAWK

The Tomahawk Sub-local held their last meeting at the home of Mrs. J. Peters of Southend. Although the attendance was small due to bad weather conditions, those present discussed school problems freely, following the business meeting. The possibilities of entering the Stony Plain Musical Festival in May were also considered. Plans were made in connection with the visit of the King and Queen in June so that the school children may be given the opportunity to see them. A delicious lunch was served by the hostesses, Miss B. Rowan and Mrs. J. Peters.

TWIN VALLEY

The February meeting of the Twin Valley Sub-local was held in the Calgary Herald Board room on February 4. The main topic of discussion was the salary schedule question. Mr. Seymour was elected as representative to the local Board.

VALHALLA

The regular meeting of the Valhalla Centre Sub-local was held at the home of Mr. and Mrs. Roberts on February 4th with President Mr. Stolee in the chair. The minutes of the last meeting were read and approved. A discussion of the Summer School course on "Supervision of Reading" followed, and the subject tabled for another meeting. Arrangements were made for the showing of the film "Glimpses of Norway" which, thanks to our president, we were fortunate enough to secure. An informal discussion of different phases of school work followed and Mr. Roberts showed us some very fine samples of High School Art. A delicious lunch was served at the close of the meeting by Mrs. Roberts.

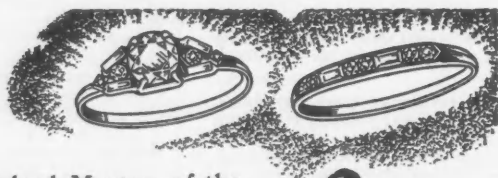
VIKING

The regular monthly meeting of the Vikings Sub-local was held in the High School on February 11 at 2:30. Despite the severity of the weather there was a very good attendance. Considerable discussion on Enterprise work in Divisions I and II took place after some interesting correspondence was read. A proof of the programme for the Musical Festival was submitted by the Holden committee. This was accepted. The meeting voted to make a donation of \$25 to be used for Teachers' Library. The next meeting will be held on March 11 at 2:30.

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1924.....	389,555
1925.....	492,743
1926.....	659,406
1927.....	806,600
1928.....	1,019,767
1929.....	1,245,984
1930.....	1,503,439
1931.....	1,692,296
1932.....	1,800,357
1933.....	1,839,153
1934.....	2,015,033
1935.....	2,084,655
1936.....	2,217,009
1937.....	2,318,753
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